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ABSTRACT

This manual is a guide to an interactive training program designed to address key skills necessary in today's high performance workplace. The module is intended to meet the learning needs of production workers who may have limited basic skills or literacy. This module, which addresses active listening and feedback, is meant to help workers learn the critical skills of appropriate and effective communication through personal experience, demonstration, and practice. Workers using the module assess their own skill level as well as get feedback from others and put together a personal development plan. This module contains six 1-1/2 hour lessons that cover the following topics: (1) assessing your listening style; (2) letting others know you understand; (3) overcoming barriers to understanding; (4) giving feedback; (5) being specific; and (6) pulling it all together. The training manual includes an instructor's guide that contains activities for each lesson, transparency masters and student handouts, information sheets, teaching suggestions, and pre- and posttests; and a supervisor's guide that contains lessons on assessing listening style and effective feedback. (KC)

**********
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ED 426 305

Winning At Work

# Active Listening and Feedback

## Communicating Effectively

- Assessing Your Listening Style
- Letting the Other Person Know You Understand
- Overcoming Barriers to Understanding
- Giving Feedback
- Being Specific
- Pulling It All Together

CE 078 640

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# An Introduction

The ability to engage in appropriate and effective communication is a skill that must be learned. Yet many employees have had no opportunity to learn how to relate to others; and others have learned techniques that are inappropriate in the United States. As the trend toward a team environment in the workplace solidifies, communication skills become increasingly important.

This module focuses on *listening* and *giving feedback*, two "foundation skills" for effective communication; without competence in listening and giving feedback, employees cannot master more-advanced communication skills.

**Training Goal:** The goal of this module is to assist students to learn how to listen actively and give constructive feedback.

**Training Objectives:** By completing this module, students will be able to:

1. Ask open-ended questions to assist in the listening process.
2. Restate information to improve understanding and clarity.
3. Understand barriers to communication and some techniques to overcome communication obstacles.
4. Understand when and how to give the receiver *useful* feedback.
5. Combine effective listening and feedback skills to improve communication.


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# Module 5 Materials

| Materials | Lesson# |
|---|---|
| Name tags | All |
| Paper | All |
| Pencils | All |
| Transparency Markers | All |
| Flip chart markers | All |
| Index cards | 1,3,6 |
| Blank transparencies | 1 |
| Blank Paper (2 per person) | 4 |

| Equipment | Lesson# |
|---|---|
| Overhead projector | All |
| Flip chart/Whiteboard | All |

| Additional Handouts | Lesson# |
|---|---|
| Take home cards | 6 |





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JobLink

Winning At Work

# Active Listening and Feedback

Communicating Effectively

**Lesson 1**
**Assessing Your Listening Style**

## Lesson Description

The first lesson in the *Active Listening and Feedback* module is designed to build a rapport with students and make them start thinking about the importance of listening.

To begin, students read a story and tell that story to a partner/listener. Then the listener takes a short quiz on the story. In this way, this activity gets students to assess their own listening skills.

The lesson concludes with each student developing an individualized listening and feedback plan.


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## Objectives

By completing this lesson, students will be able to:

1. **List** the benefits of being a good listener.
2. **Create** a plan to improve listening.

## Materials Needed

### Hardware

1. Overhead projector and screen
2. Notebooks
3. Index cards (3x5)

### Forms

"Learner Enrollment Forms"
"Pretest"

### Transparencies

"Glossary Words" (Transparency 1)

### Handouts

"Glossary Words" (Handout 1)
"Story A" (Handout 2A)
"Story B" (Handout 2B)
"Quiz on Story A" (Handout 3A)
"Quiz on Story B" (Handout 3B)
"Listening and Feedback Plan" (Handout 4)

## Classroom Set-up

### Total Time: 90 minutes

| | |
|---|---|
| Opening- Large Group | 15 min. |
| First Activity- Large Group | 20 min. |
| Second Activity- Pairs | 40 min. |
| Third Activity- Individual | 10 min. |
| Ending- Large Group | 5 min. |

**Key** Hardware, Transparencies, Handouts, Large Group, Small Groups, Discussion, Sign-in Sheet


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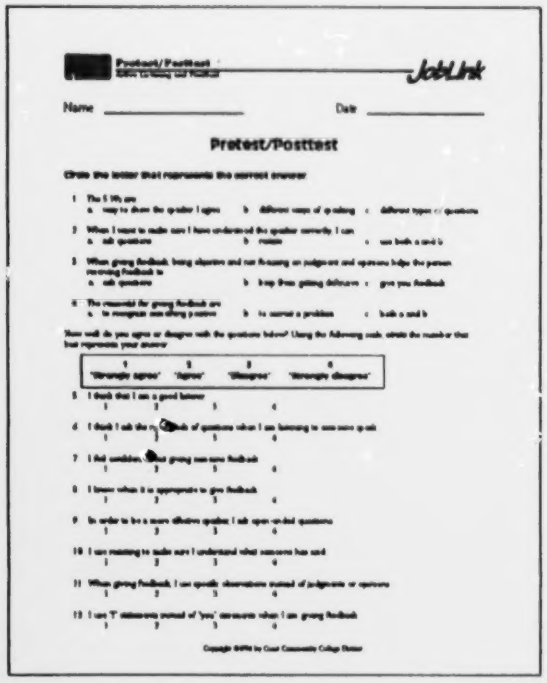

Name _____ Date _____

**Pretest/Posttest**

Circle the letter that represents the correct answer

1 The 5 Ws are
a. ways to show the speaker I agree b. different ways of speaking c. different types of questions

2 When I want to make sure I have understood the speaker correctly I can
a. ask questions b. restate c. use both a and b

3 When giving feedback, being objective and not focusing on judgment and opinions helps the person receiving feedback to
a. ask questions b. keep from getting defensive c. give you feedback

4 The essentials for giving feedback are
a. to recognize and bring it sooner b. to correct a problem c. both a and b

How well do you agree or disagree with the questions below? Using the following scale, circle the number that best represents your answer

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| "Strongly agree" | "Agree" | "Disagree" | "Strongly disagree" |

5 I think that I am a good listener
1 2 3 4

6 I think I ask the right kinds of questions when I am listening to overcome myself
1 2 3 4

7 I feel confident about giving constructive feedback
1 2 3 4

8 I know when it is appropriate to give feedback
1 2 3 4

9 In order to be a more effective speaker I ask open-ended questions
1 2 3 4

10 I am meaning to make sure I understand what someone has said
1 2 3 4

11 When giving feedback I use specific observations instead of judgments or opinions
1 2 3 4

12 I use "I" statements instead of "you" statements when I am giving feedback
1 2 3 4

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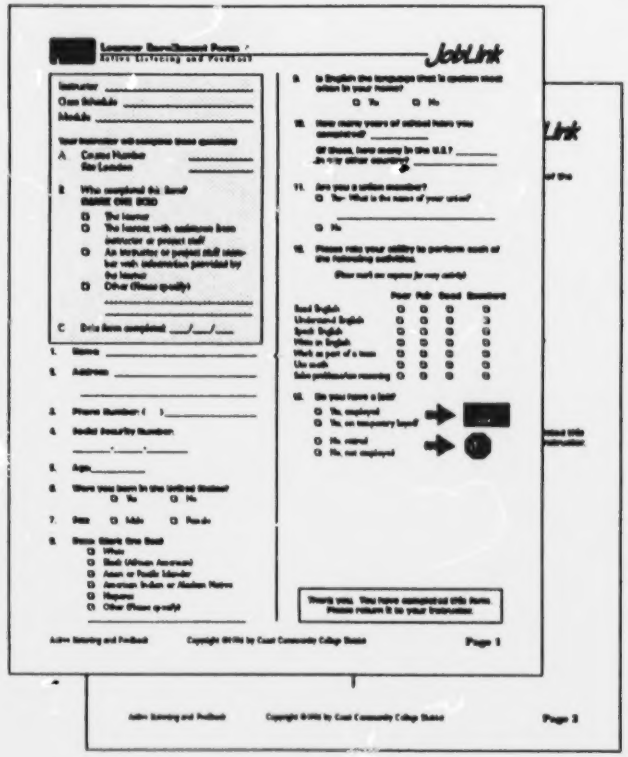
**Form**



Learner Enrollment Form
Active Listening and Feedback
JobLink

Instructor _____
Class Schedule _____
Module _____

Your instructor will complete these questions

A Course Number _____
Site Location _____

B Who completed this form?
(MARK ONE BOX)
- ☐ The learner
- ☐ The learner with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (Please specify) _____

C Date form completed: ___/___/____

1. Name _____
2. Address _____
3. Phone Number ( ) _____
4. Social Security Number ___-___-____
5. Age _____
6. Were you born in the United States?
☐ Yes ☐ No
7. Sex ☐ Male ☐ Female
8. Race (Mark One Box)
- ☐ White
- ☐ Black (African American)
- ☐ Asian or Pacific Islander
- ☐ American Indian or Alaskan Native
- ☐ Hispanic
- ☐ Other (Please specify) _____

9. Is English the language that is spoken most often in your home?
☐ Yes ☐ No
10. How many years of school have you completed? _____
Of those, how many in the U.S.? _____
In any other country? _____
11. Are you a union member?
☐ Yes What is the name of your union? _____
☐ No
12. Please rate your ability to perform each of the following activities.
(How well do you do in your native language?)

| | Poor | Fair | Good | Excellent |
|---|---|---|---|---|
| Read English | ☐ | ☐ | ☐ | ☐ |
| Understand English | ☐ | ☐ | ☐ | ☐ |
| Speak English | ☐ | ☐ | ☐ | ☐ |
| Write in English | ☐ | ☐ | ☐ | ☐ |
| Work as part of a team | ☐ | ☐ | ☐ | ☐ |
| Use math | ☐ | ☐ | ☐ | ☐ |
| Solve problems/use reasoning | ☐ | ☐ | ☐ | ☐ |

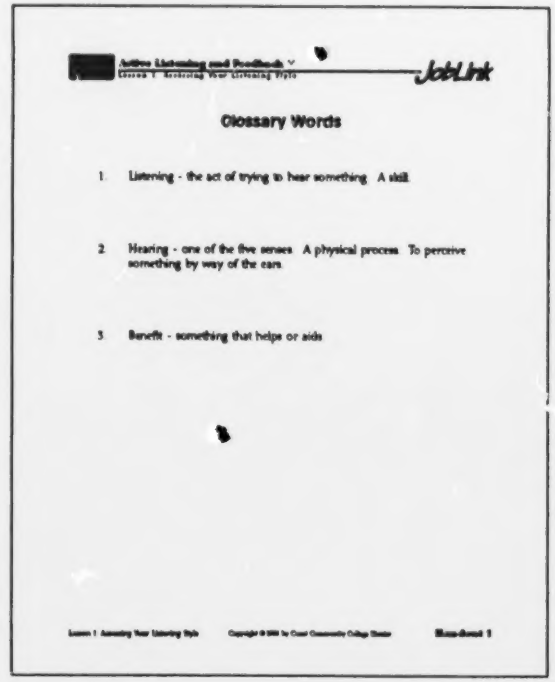
13. Do you have a job?
☐ Yes, employed → ☐
☐ Yes, on temporary layoff → ☐
☐ No, retired → ☐
☐ No, not employed → ☐

Thank you. You have completed this form. Please return it to your instructor.

Active Listening and Feedback Copyright ©1996 by Coast Community College District Page 1

Page 2

**Form**



Active Listening and Feedback
Lesson 1: Assessing Your Listening Style
JobLink

**Glossary Words**

1. Listening - the act of trying to hear something. A skill.
2. Hearing - one of the five senses. A physical process. To perceive something by way of the ears.
3. Benefit - something that helps or aids

Lesson 1: Assessing Your Listening Style Copyright ©1996 by Coast Community College District Handout 1

**Handout 1, Transparency 1**

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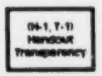
# Activities

## Opening: 15 Minutes

1. **Welcome** students.
2. **Discuss** the module and what you will be doing over the next 6 sessions.

3. **Distribute** notebooks, and **explain** how students should use them to write down words or questions.

4. **Distribute** "Pretest." **Explain** that you do not expect students to know the answers today. They will be taking the same test again at the end of the module.



5. **Project** "Glossary Words" on the overhead. **Ask** the class to write the words in their notebooks, and **explain** that you will check their notebooks at the end of class to see how many definitions they have.

6. **Distribute** the "Learner Enrollment Forms", **explain** how to fill them out, and **ask** students to complete the forms.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# Activities

## First Activity: 20 Minutes

### The Name Game: An Introduction to Listening

1. **Ask** students to sit in a circle if possible. **Ask** if anyone remembers the Name Game from their schooldays.

2. **Play** the Name Game–a game that essentially tests players' ability to listen carefully and remember. As the instructor, you go first! Proceed as follows:

   a. Start by saying the following sentence, substituting your real first name for *Wendi* and any object for *watermelon*–that is, any object that begins with the same letter as your name:

   "My name is *Wendi* and I like *watermelon*."

   In other words, use the same basic sentence to create first-letter patterns like *Wendi* and *watermelon* **or** *Mark* and *marbles* **or** *Jennifer* and *Jell-O*.

   b. The next person now *rephrases* the first person's comments, as in:

   "That's Wendi and she likes watermelon. I am Karen and I like kangaroos."

   Each subsequent person *repeats what's been said* by all players and then *adds to it*, following the same pattern. When all students have finished, it's the instructor's turn again: Say all the sentences in order–the complete list of everyone's name and what they like.


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## Activities

### First Activity: (continued)

3. **Discuss** the difficulty of remembering everyone's name: "How closely did you pay attention when you hadn't gone yet?" Then: "How close did you pay attention after your turn?" And: "How difficult was it to remember all those names?" Finally: "Do you think you are good listeners?"

4. **Discuss** the difference between *hearing* and *listening*. **Explain,** "Hearing is a physical process. Listening is a skill." **Discuss** how few of us are good listeners.

5. **Ask:** "Why is it important to be a good listener?" (To make sure we get things right the first time. To help in our relationships, etc.)

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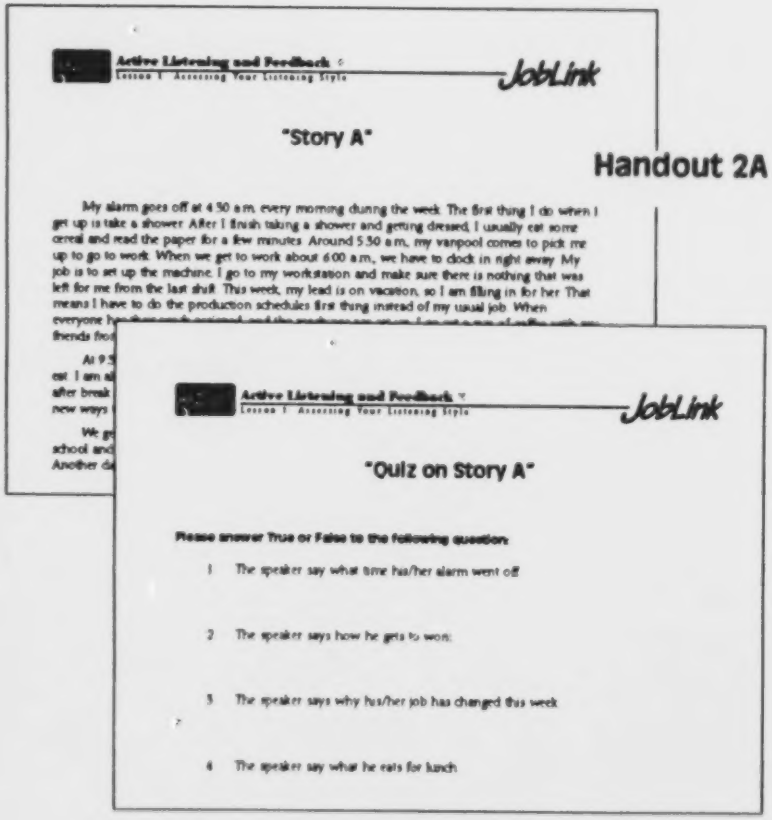


Active Listening and Feedback
Lesson 1: Assessing Your Listening Style
JobLink

"Story A"

Handout 2A

My alarm goes off at 4:30 a.m. every morning during the week. The first thing I do when I get up is take a shower. After I finish taking a shower and getting dressed, I usually eat some cereal and read the paper for a few minutes. Around 5:30 a.m., my vanpool comes to pick me up to go to work. When we get to work about 6:00 a.m., we have to clock in right away. My job is to set up the machine. I go to my workstation and make sure there is nothing that was left for me from the last shift. This week, my lead is on vacation, so I am filling in for her. That means I have to do the production schedules first thing instead of my usual job. When

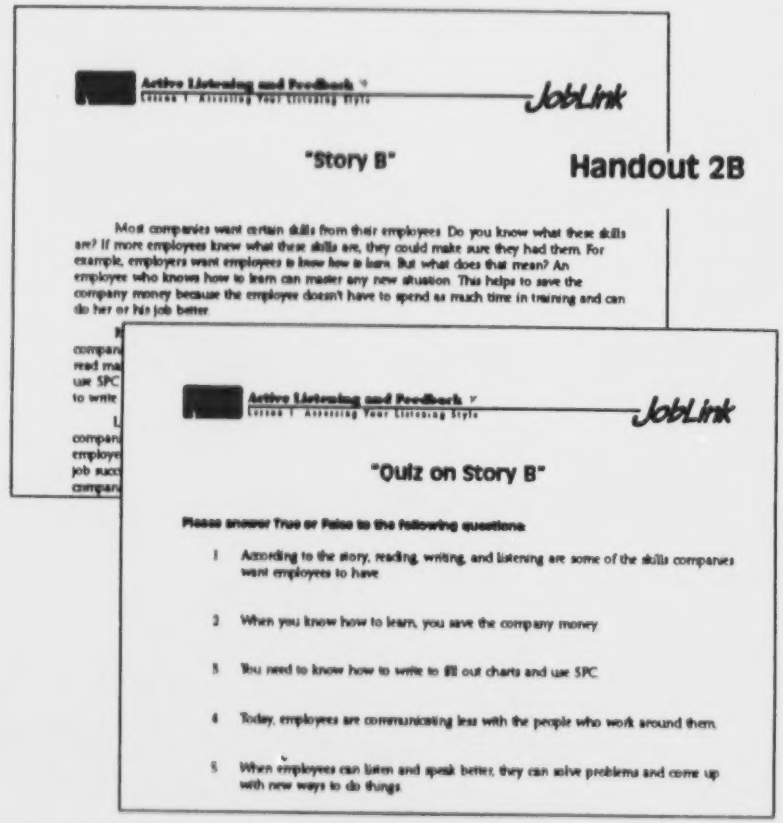
Active Listening and Feedback
Lesson 1: Assessing Your Listening Style
JobLink

"Quiz on Story A"

**Please answer True or False to the following questions:**

1. The speaker say what time his/her alarm went off.
2. The speaker says how he gets to work.
3. The speaker says why his/her job has changed this week.
4. The speaker say what he eats for lunch.

Handout 3A



Active Listening and Feedback
Lesson 1: Assessing Your Listening Style
JobLink

"Story B"

Handout 2B

Most companies want certain skills from their employees. Do you know what these skills are? If more employees knew what these skills are, they could make sure they had them. For example, employers want employees to know how to learn. But what does that mean? An employee who knows how to learn can master any new situation. This helps to save the company money because the employee doesn't have to spend as much time in training and can do her or his job better.

Active Listening and Feedback
Lesson 1: Assessing Your Listening Style
JobLink

"Quiz on Story B"

**Please answer True or False to the following questions:**

1. According to the story, reading, writing, and listening are some of the skills companies want employees to have.
2. When you know how to learn, you save the company money.
3. You need to know how to write to fill out charts and use SPC.
4. Today, employees are communicating less with the people who work around them.
5. When employees can listen and speak better, they can solve problems and come up with new ways to do things.

Handout 3B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# Activities

## Second Activity: 40 Minutes

1. **Divide** the class into two groups. **Distribute** "Story A" to one group and "Story B" to the other group.

2. **Ask** each person to read the story to himself or herself. **Walk around** to see if students have any questions about their stories.

3. Now **pair up** one "Story A" person with a "B" person.

4. **Tell** the group that their listening skills will be assessed. **Explain** that (a) they are going to take turns listening to the other person's story, (b) they should *listen carefully* for information, and then (b) they will take a short quiz on the story.

5. **Ask** the "Story A" student to read to "B." **Distribute** the "Quiz on Story A" to the "B" student. **Tell** "A" not to help with the answers!


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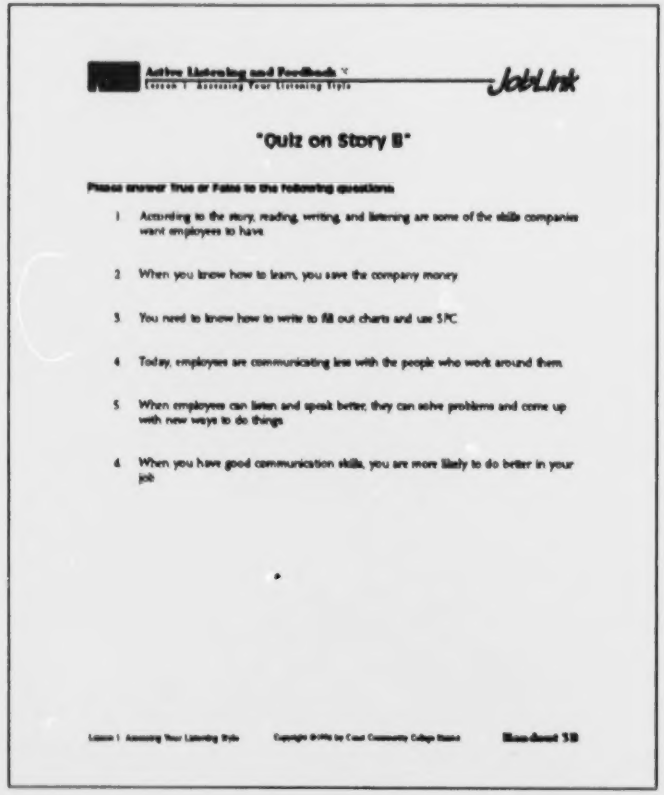

Active Listening and Feedback
Lesson 1: Assessing Your Listening Style
JobLink

"Quiz on Story B"

Please answer True or False to the following questions

1. According to the story, reading, writing, and listening are some of the skills companies want employees to have.
2. When you know how to learn, you save the company money.
3. You need to know how to write to fill out charts and use SPC.
4. Today, employees are communicating less with the people who work around them.
5. When employees can listen and speak better, they can solve problems and come up with new ways to do things.
6. When you have good communication skills, you are more likely to do better in your job.

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**Handout 3B**


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# Activities

## Second Activity: (continued)

6. When "B" has finished the quiz, **ask** "B" to read her or his story to "A." **Distribute** "Quiz on Story B" to "A." As before, "B" cannot help!

7. **Score** the quizzes as a group.
(Quiz on Story A: 1. True, 2. True, 3. True, 4. False, 5. True, 6. False
(Quiz on Story B: 1. True, 2. True, 3. False, 4. False, 5. True, 6. True

8. **Ask** the group how well they did. **Explain** that, obviously, knowing the information in these stories was not critical. **Say:** "But what if these were not classroom stories? Instead of stories, what if you were reading and listening to job information? What if it were information your supervisor told you? What if you needed the information to complete a project? What if you needed to correctly tell the information to someone else?"

9. **Ask:** "How could you have scored better on your quiz?"


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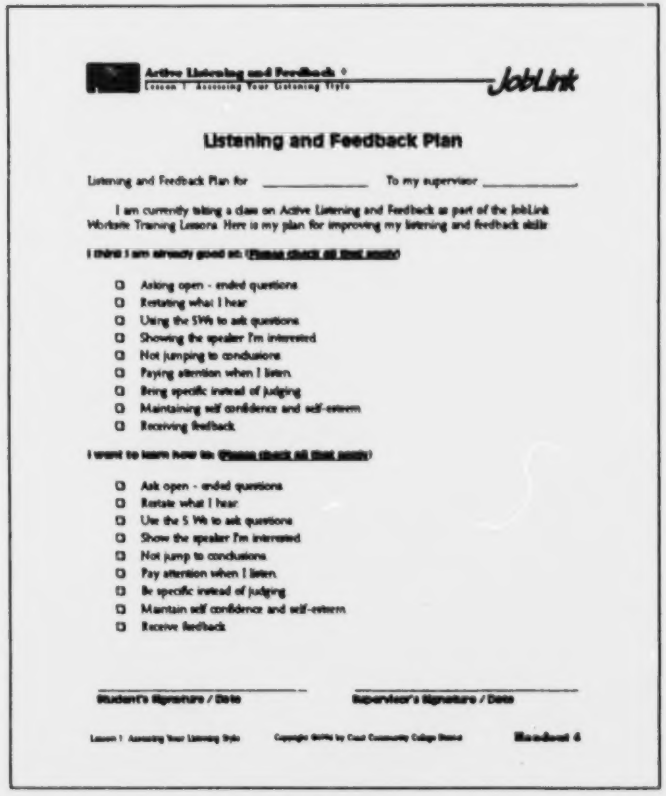

Active Listening and Feedback
Lesson 1: Assessing Your Listening Style
JobLink

## Listening and Feedback Plan

Listening and Feedback Plan for _____ To my supervisor _____.

I am currently taking a class on Active Listening and Feedback as part of the JobLink Worksite Training Lessons. Here is my plan for improving my listening and feedback skills:

**I think I am already good at: (Please check all that apply)**

- ☐ Asking open - ended questions
- ☐ Restating what I hear
- ☐ Using the 5 Ws to ask questions
- ☐ Showing the speaker I'm interested
- ☐ Not jumping to conclusions
- ☐ Paying attention when I listen
- ☐ Being specific instead of judging
- ☐ Maintaining self confidence and self-esteem
- ☐ Receiving feedback

**I want to learn how to: (Please check all that apply)**

- ☐ Ask open - ended questions
- ☐ Restate what I hear
- ☐ Use the 5 Ws to ask questions
- ☐ Show the speaker I'm interested
- ☐ Not jump to conclusions
- ☐ Pay attention when I listen
- ☐ Be specific instead of judging
- ☐ Maintain self confidence and self-esteem
- ☐ Receive feedback

_____ _____

**Student's Signature / Date** **Supervisor's Signature / Date**

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**Handout 4**

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# Activities

## Third Activity: 10 Minutes

### Creating a Listening Plan

1. **Ask** students to complete the *Listening and Feedback Plan* and to sign and date the plan.
2. Then **tell** students to have their supervisors sign and date the plan too. (***Note to instructor:*** the purpose here is to involve the supervisor in the learning process.)
3. **Tell** students to make two copies of their original signed Listening and Feedback Plans: one to give to the supervisor and one to give to the instructor at the next class; each student keeps the original.


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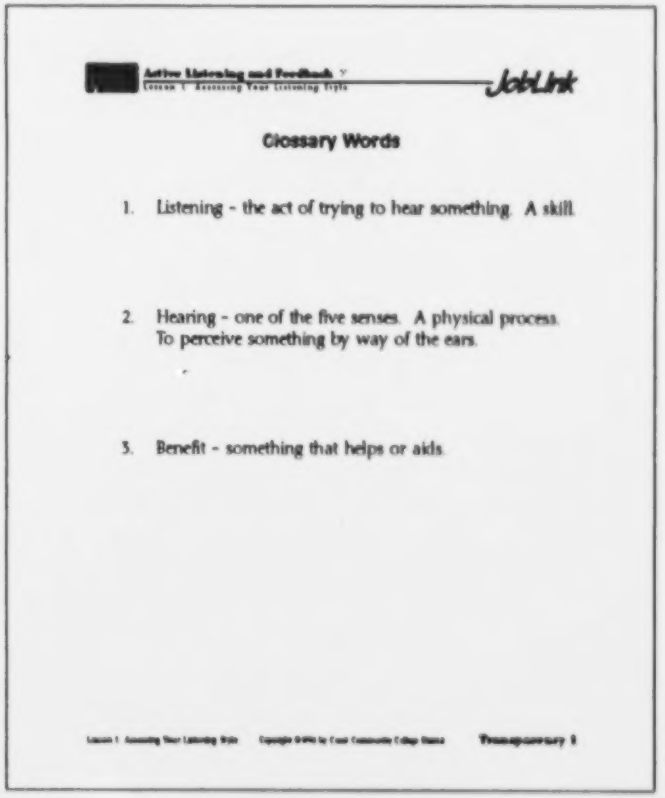
Active Listening and Feedback
JobLink
Glossary Words
1. Listening - the act of trying to hear something. A skill.
2. Hearing - one of the five senses. A physical process. To perceive something by way of the ears.
3. Benefit - something that helps or aids.

**Transparency 1**


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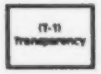
## Activities

### Ending: 5 Minutes



1. **Project** "Glossary Words" on the overhead. **Ask** students for their definitions.

2. **Distribute** one index card to each student. **Instruct** students to write on one side "One reason why listening is important" and on the other side "One listening skill I would like to improve."

3. **Thank** the students and **invite** them back to the next class.

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Winning At Work

# Active Listening and Feedback

Communicating Effectively

**Lesson 2**
**Letting Others Know You Understand**

- It's Okay to Ask Questions!

## Lesson Description

Asking questions is an important listening skill. Perhaps this sound contradictory, but it's true, because *your asking* lets the other person know that you understand. This workshop is designed to help students develop **asking skills** (1) by using *Who?, What?, Where?, When?,* and *Why?* questions and (2) by restating messages. The lesson concludes by giving students practice in using these skills in a one-on-one role-playing activity.


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## Objectives

By completing this lesson, students will be able to:

1. **Use** open-ended (instead of closed) questions.
2. **Understand** the meaning of *restate*.
3. **Restate** a message.

## Materials Needed

### Hardware

1. Overhead projector

### Transparencies

"Glossary Words" (Transparency 2)

### Handouts

"Glossary Words" (Handout 5)
"Restating Exercise" (Handout 6)
"Listening at Work" (Handout 7)

## Classroom Set-up

### Total Time: 90 minutes

| | |
|---|---|
| Opening- Large Group | 10 min. |
| First Activity- Large Group | 10 min. |
| Second Activity- Small Groups | 20 min. |
| Third Activity- Small Groups | 15 min. |
| Fourth Activity- Pairs | 25 min. |
| Ending- Large Group | 10 min. |

**Key** Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet


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Active Listening and Feedback — JobLink

**Listening and Feedback Plan**

Listening and Feedback Plan for _____ To my supervisor _____

I am currently taking a class on Active Listening and Feedback as part of the JobLink Worksite Training Lessons. Here is my plan for improving my listening and feedback skills.

**I think I am already good at: (Please check all that apply)**

- ❑ Asking open - ended questions
- ❑ Restating what I hear
- ❑ Using the 5Ws to ask questions
- ❑ Showing the speaker I'm interested
- ❑ Not jumping to conclusions
- ❑ Paying attention when I listen
- ❑ Being specific instead of judging
- ❑ Maintaining self confidence and self-esteem
- ❑ Receiving feedback

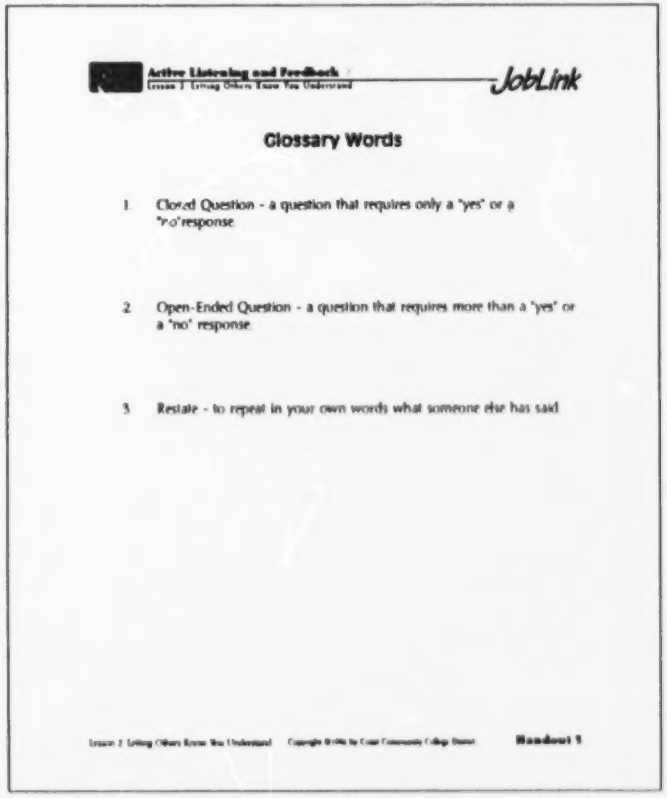
**I want to learn how to: (Please check all that apply)**

- ❑ Ask open - ended questions
- ❑ Restate what I hear
- ❑ Use the 5 Ws to ask questions
- ❑ Show the speaker I'm interested
- ❑ Not jump to conclusions
- ❑ Pay attention when I listen
- ❑ Be specific instead of judging
- ❑ Maintain self confidence and self-esteem
- ❑ Receive feedback

_____ _____
**Student's Signature / Date** **Supervisor's Signature / Date**

Lesson 1: Assessing Your Listening Style Copyright ©1996 by Coast Community College District **Handout 4**

**Handout 4**



Active Listening and Feedback — JobLink

**Glossary Words**

1. Closed Question - a question that requires only a "yes" or a "no" response.

2. Open-Ended Question - a question that requires more than a "yes" or a "no" response.

3. Restate - to repeat in your own words what someone else has said.

Lesson 2: Letting Others Know You Understand Copyright ©1996 by Coast Community College District **Handout 5**

**Handout 5, Transparency 2**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# Activities

## Opening: 10 Minutes

1. **Discuss** the "Listening and Feedback Plan" from the last session. **Collect** a copy from each student.
2. **Project** "Glossary Words" on the overhead. **Tell** students to write the words in their notebooks. **Explain** the definitions.
3. **Discuss** why it is important to ask questions to be a good listener.


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# Activities

## First Activity: 10 Minutes

1. **Inform** the class that you will be playing "20 Questions." **Think** of something for students to guess, for example, a newspaper or the "Safety First" sign in the hall.

2. **Say:** "I'm thinking of something. You can ask me up to 20 questions to find out what I'm thinking of. You can ask only questions that require a 'yes' or a 'no' answer."

3. **Begin** playing. **Remember** to answer only with a "yes" or a "no." **Help** students restate questions if necessary.

4. **Ask** students to **discuss** this question: "Why is it difficult to find answers when you can ask only 'yes' or 'no' questions?"

5. **Explain** that questions that require only a "yes" or "no" response are called "closed questions" because their responses are limited.

6. **Ask** students how they could get more information. **Lead** them to **discuss** "open-ended questions." **Explain** the difference between open-ended and closed questions.


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# Activities

## Second Activity: 20 Minutes

1. **Discuss** the 5Ws *(Who?, What?, Where?, When?, and Why?)*. How will the 5Ws help students ask better questions?

2. **Divide** the class into 5 groups. Assign each group one of the 5Ws.

3. **Read** the following sentence:

   This is something that most people celebrate. [***Answer:*** a birthday]

4. **Tell** each *group* to come up with 3 questions using the *W* word they were assigned. For example, the Who? group might ask:

   (a) "*Who* specifically celebrates this?,"
   (b) "Who is the cause of this celebration?," and
   (c) "Who is this celebration about?"

5. **Allow** the groups 5 minutes to come up with questions.


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## Activities

### Second Activity: (continued)

6. **Invite** each group to ask its questions, and **answer** them. Then **invite** the class to guess the answer to the sentence.

7. **Keep** the same groups together. **Let them** take turns coming up with problems, things, or statements and having the rest of the group ask open-ended questions to get the answers.

8. **Discuss:** "Supervisors and co-workers don't always give us all the information we need to do something or to understand something. And sometimes they explain things in ways we don't understand. That is when we need to ask questions."






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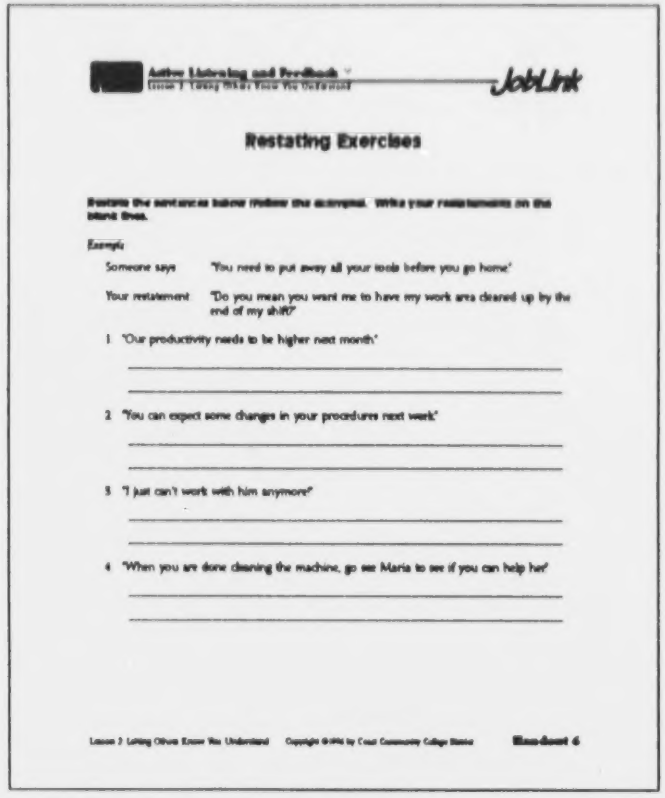

Active Listening and Feedback — JobLink

**Restating Exercises**

**Restate the sentences below (follow the example). Write your restatements on the blank lines.**

Example

Someone says: "You need to put away all your tools before you go home."

Your restatement: "Do you mean you want me to have my work area cleared up by the end of my shift?"

1. "Our productivity needs to be higher next month."

2. "You can expect some changes in your procedures next week."

3. "I just can't work with him anymore."

4. "When you are done cleaning the machine, go see Maria to see if you can help her."

Lesson 2: Letting Others Know You Understand — Copyright ©1996 by Coast Community College District — Handout 6

**Handout 6**

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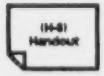
# Activities

## Third Activity: 10 Minutes

1. **Explain** another listening technique: *restating what someone says.*

2. **Ask** the class what *restating* means. As each student answers, *restate* what the student says. **Explain** what you are doing if students do not notice after a few minutes.

3. **Explain** that *restating* is "putting into your own words what someone else says." **Ask:** "Why would you want to restate what you hear?" Lead them to see that the restating technique (a) helps us make sure we understand and at the same time (b) shows listeners that we are paying attention.




4. **Distribute** the "Restating Exercise". **Tell** the class to form groups of 2 or 3 and to **discuss** how they would restate the sentences. **Explain** that you could begin by saying "Do you mean...?" or "What I hear you saying is..." **Ask** them to write their answers on the sheet. **Circulate** among the groups to help them with their answers.

5. **Ask** the groups to **discuss** their answers. **Help** the groups that are having trouble.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# Activities

## Fourth Activity: 25 Minutes

**Instructor:** The previous activities may require more time than specified; if so, you may need to skip the Fourth Activity.

1. **Pair off** students. **Explain** that each student will now have a chance to practice the skills learned today.

2. **Explain** the process students will follow:

   (a) In each pair, Student A will tell Student B something that is going on at work.
   (b) Student B will ask questions and restate what he or she hears.
   (c) Then they will switch roles: Now B will tell about something that is going on at work, and A will ask questions and restate what he or she hears.

3. **Walk around** to help anyone who is having problems.

4. **Reassemble** the entire class in one group and **discuss** this activity. **Ask:** "Was it easy to ask questions and restate what you heard? Which was harder? Did you ask open-ended questions?"


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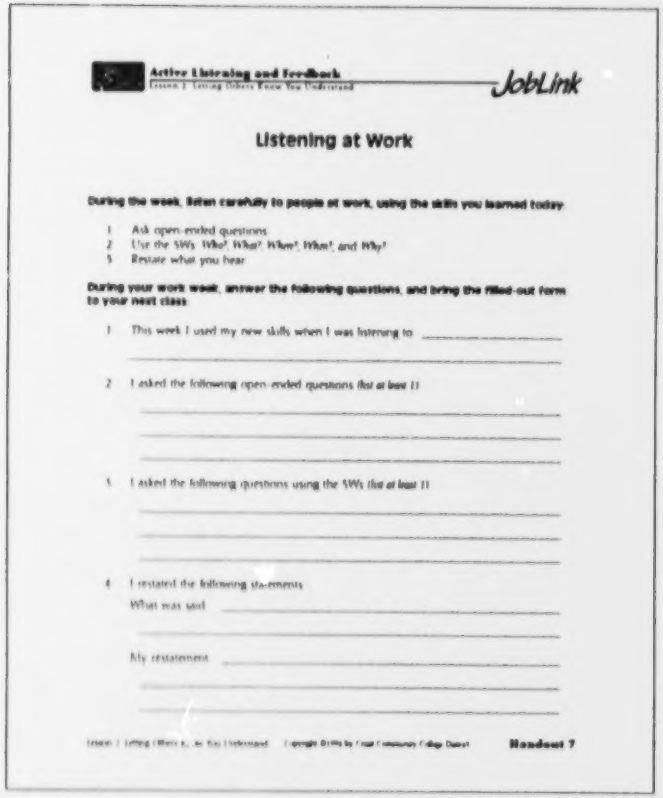


Active Listening and Feedback — JobLink

**Listening at Work**

**During the week, listen carefully to people at work, using the skills you learned today.**

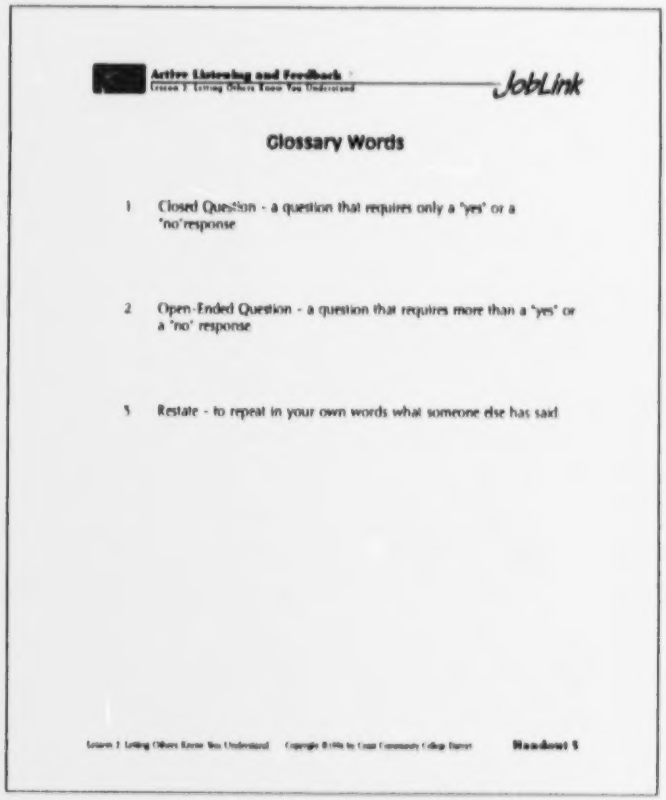
1. Ask open-ended questions
2. Use the 5Ws: Who? What? Where? When? and Why?
3. Restate what you hear

**During your work week, answer the following questions, and bring the filled-out form to your next class.**

1. This week I used my new skills when I was listening to _____
2. I asked the following open-ended questions *(list at least 1)*
3. I asked the following questions using the 5Ws *(list at least 1)*
4. I restated the following statements
   What was said: _____
   My restatement: _____

Handout 7

**Handout 7**



Active Listening and Feedback — JobLink

**Glossary Words**

1. Closed Question - a question that requires only a "yes" or a "no" response
2. Open-Ended Question - a question that requires more than a "yes" or a "no" response
3. Restate - to repeat in your own words what someone else has said

Handout 5

**Handout 5, Transparency 2**

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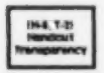
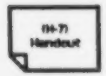
# Activities

## Ending: 10 Minutes

1. **Explain** that when we really try to listen to others, we gather more complete and accurate information–information that lets us do our work more effectively!



2. **Project** "Glossary Words" on the overhead. **Remind** students of definitions.



3. **Distribute** "Listening at Work". **Ask** students (a) to have someone at work fill it out for them and (b) to bring the completed form back to class the next week.

4. **Say** good-bye!

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JobLink

Winning At Work

# Active Listening and Feedback

Communicating Effectively

**Lesson 3**
**Overcoming Barriers to Understanding**



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## Lesson Description

Many barriers prevent us from understanding and communicating effectively. On the job, for example, we are distracted by the wrong information, we are overloaded with too much information, we jump to conclusions, and we assume knowledge.

In this lesson students will become aware of these barriers and then will learn some techniques to overcome them. The process will contribute significantly to making students more effective listeners and more effective communicators overall.


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## Objectives

By completing this lesson, students will be able to:

1. **Identify** the barriers to effective listening.
2. **Name** specific ways to overcome barriers to good listening.
3. **Demonstrate** techniques for overcoming communication barriers.

## Materials Needed

### Hardware

1. Overhead projector
2. Index cards (3x5)
3. Transparency pens

### Transparencies

"Glossary Words" (Transparency 3)
"Following Directions" (Transparency 4)

### Handouts

"Glossary Words" (Handout 8)
"Following Directions" (Handout 9)
"Why Don't You Listen to Me?" (Handout 10)

## Classroom Set-up

### Total Time: 90 minutes

| | |
|---|---|
| Opening- Large Group | 10 min. |
| First Activity- Large Group | 10 min. |
| Second Activity- Individual | 10 min. |
| Third Activity- Small Groups | 30 min. |
| Fourth Activity- Large Group | 20 min. |
| Ending- Large Group | 10 min. |

**Key** Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet


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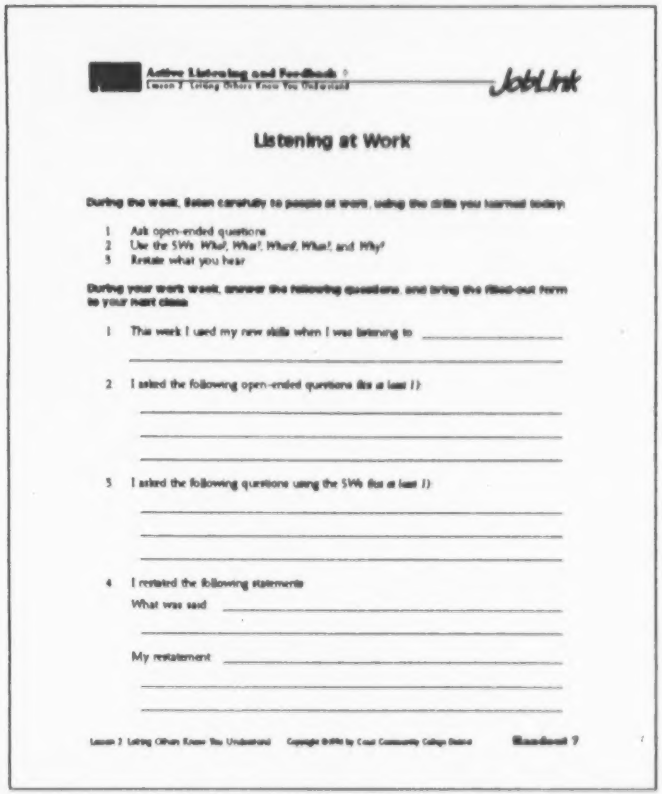

Active Listening and Feedback
JobLink

**Listening at Work**

**During the week, listen carefully to people at work, using the skills you learned today.**

1. Ask open-ended questions.
2. Use the 5Ws: *Who?, What?, When?, Where?, and Why?*
3. Restate what you hear.

**During your work week, answer the following questions, and bring the filled-out form to your next class.**

1. This week I used my new skills when I was listening to _____

   _____

2. I asked the following open-ended questions (list at least 1):

   _____

   _____

   _____

3. I asked the following questions using the 5Ws (list at least 1):

   _____

   _____

   _____

4. I restated the following statements:

   What was said _____

   _____

   My restatement _____

   _____

   _____

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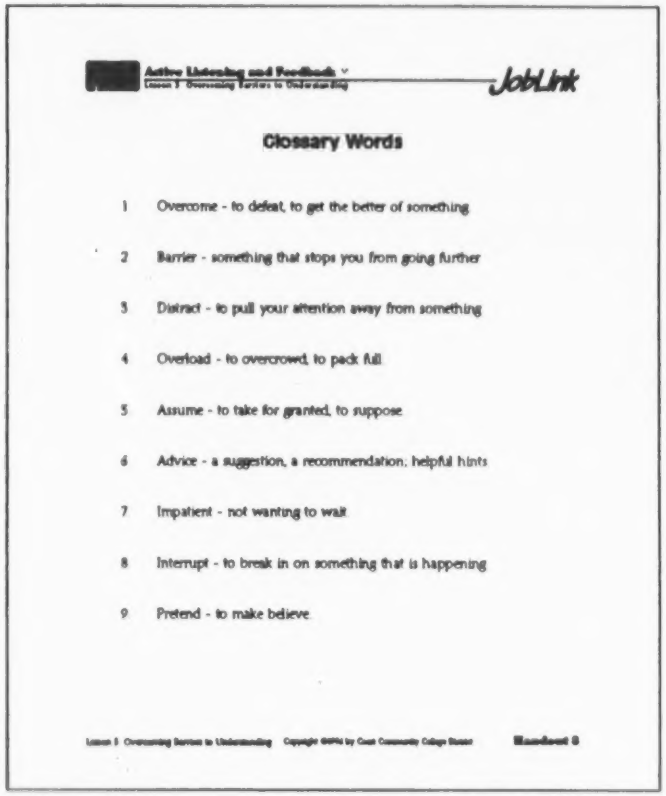
**Handout 7**



Active Listening and Feedback
JobLink

**Glossary Words**

1. Overcome - to defeat, to get the better of something
2. Barrier - something that stops you from going further
3. Distract - to pull your attention away from something
4. Overload - to overcrowd, to pack full
5. Assume - to take for granted, to suppose
6. Advice - a suggestion, a recommendation; helpful hints
7. Impatient - not wanting to wait
8. Interrupt - to break in on something that is happening
9. Pretend - to make believe

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**Handout 8, Transparency 3**

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# Activities

## Opening: 10 Minutes

1. **Welcome** students.

2. **Discuss** "Listening at Work", distributed in the last session. **Ask** students to read some of the questions they asked at work. **Invite** students to share some examples of how they restated what they heard.

3. **Project** "Glossary Words" on the overhead. **Tell** students to write the words in their notebooks. **Explain** that at the end of class you will check to see how many definitions they have.


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# Activities

## First Activity: 10 Minutes

1. **Tell** students to pay attention as you read a story aloud. **Inform** them that you will ask questions about the story afterward. Then **read** *one* of the following stories.

   *For beginning students:*
   A streetcar began its first trip of the day at the terminal, and it picked up 9 people at Oak Street. At Maple Street, 3 people got off and 2 people got on. At Forest Avenue, 4 people got off and 1 person got on. At State Street, 2 people got on and 4 people got off. At the last stop, all the passengers got off.

   *For more-advanced students:*
   A streetcar began its first trip of the day at the terminal, and it picked up 9 people at Oak Street. At Maple Street, 3 got off and 2 got on. At Forest Avenue, 4 people got off, 1 got on. When it got to Center Street, 2 left, and 4 people boarded. At Main Street, 1 got on , and no one left. Two people left and 3 got on at Division Street, and 4 got off and 3 boarded at State Street. After 2 people boarded and 1 left at Glenwood, the streetcar reached the end of the line, where all the passengers departed.


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# Activities

## First Activity: (continued)

2. **Ask** students: "How many stops did the streetcar make?" (*Answers:* 5 stops in first story and 9 in the second.) "How many of you concentrated on the number of passengers? How many of you stopped listening altogether because there was just too much information?"

3. **Explain** that these are typical barriers to communication: "You were distracted by the wrong information, or you were overloaded with too much information."

4. **Explain** that barriers to communication are things that stops us or keeps us from being able to communicate effectively or something that keeps someone else from being able to communicate effectively with us.

5. **Ask:** "Does this ever happen to you at work or at home?"


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**Handout 9, Transparency 4**

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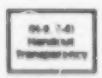
# Activities

## Second Activity: 20 Minutes



1. **Distribute** "Following Directions" to each student, and **project** the transparency on the overhead. **Tell** them you will give them directions to fill out the sheet.

2. **Read** the following directions *quickly*:

**Quadrant 1:** Place a dot on the letter "I."

**Quadrant 2:** Print the word "train" in the blank spaces.

**Quadrant 3:** I saw a papa bull (PB), a mama bull (MB), and a baby bull (BB) in the barnyard. Circle the one that should not be there.

**Quadrant 4:** Circle the word that doesn't fit with the rest.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## Activities

### Second Activity: (continued)

3. After students have completed the directions, **write** the correct answers on a blank transparency, and at the same time **read** the answers aloud:

   **Quadrant 1:** The usual place where people place the dot is *above* the "I," but you *should* have placed it on the "I."

   **Quadrant 2:** Most people write the letters *on the lines;* however, the directions tell you to write it *in the blank spaces,* e.g., _t _r _a _i _n.

   **Quadrant 3:** There is, of course, no such thing as a "mama *bull*"!

   **Quadrant 4:** The task here is to search for the common denominator among three items and exclude the fourth. **Ask** students what they came up with.

4. **Ask:** "What does this activity tell us about listening?"

5. **Explain** that a *barrier* is the thing that keeps us from coming up with the right answer, the thing that *misdirects* us. Webster's Dictionary defines *barrier* as "anything that obstructs progress, access, etc."

6. **Ask:** "What are some of the barriers that kept you from answering these questions correctly?" **Guide** their answers to make sure that the discussion includes jumping to conclusions, assuming they knew what you meant, not really listening for the meaning, etc.


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Why Don't You Listen to Me?

1. What are some barriers that keep us from listening effectively?

2. What are some warning signs that listening barriers are present?

3. What are some things we can do to overcome listening barriers?

**Handout 10**

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# Activities

## Third Activity: 30 Minutes

1. **Divide** the class into groups of 3 or 4. **Distribute** "Why Don't You Listen to Me?".

2. **Explain** that you will give each group one question and will allow 10 to 15 minutes to come up with 5 answers to that question. **Tell** the group to choose a spokesperson to read the answers to the class afterward.

3. Now **assign** *one* of the following questions to each group to **discuss:**

   **Q1:** "What are some barriers that keep us from listening effectively?"

   **Q2:** "What are some warning signs that listening barriers are present?"

   **Q3:** "What are some things we can do to overcome listening barriers?"

4. **Walk around** the class to help. After the groups finish, **reassemble** the class. **Ask** each spokesperson to present his or her group's answers. **Recommend** that students use their worksheets to write the answers they hear from other groups.


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## Activities

### Third Activity: (continued)

**Note:** Be prepared to lead the discussion to include the following answers–just in case the spokespersons do not.

**Q1:** "What are some barriers that keep us from listening effectively?"

- Thinking about what we are going to say next.
- Jumping to conclusions.
- Wanting to give advice or "rescue the speaker."
- Feeling bored or impatient.
- Filtering out what we don't want to hear.
- Doing something else instead of listening.

**Q2:** "What are some warning signs that listening barriers are present?"

- We catch ourselves thinking about something else.
- We are formulating answers in our head instead of listening.
- We are working on something else while we are trying to listen.
- We are interrupting the speaker by finishing his or her sentences.
- We stop listening because we assume we know what the listener is going to say.
- We are pretending to listening, but we really are not.


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## Activities

### Third Activity: (continued)

**Q3:** "What are some things we can do to overcome listening barriers?"

- Make eye contact.
- Ask questions.
- Restate what we hear.
- Stop doing what we are doing.
- Stop interrupting the speaker.
- Apply the techniques we used in this class.
- Listen to what is being said, not what we think is being said.

3. *Optional:* **Discuss** cultural barriers. **Ask:** "In what ways might being from another culture cause barriers in listening? Can you use any tips from the last exercise to overcome those barriers? What other techniques can you use?"

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## Activities

### Fourth Activity: 20 Minutes

1. **Review** the barriers to effective listening, the ways to overcome those barriers, and the need to use these new skills.

2. **Divide** the class into two groups if you have more than 12 students. *(If you have fewer, work with the whole class as one group.)*

3. **Tell** students that they are going to tell a story as a group and that in the process they will use all the information they have learned today. **Explain** the procedure: "I will begin the story and then 'hand off' the story to another person. That person will tell more of the story and then "hand off" the story to a third person. We will continue until everyone in the group has told part of the story."

4. **Begin** the story as follows *(if you prefer, make up your own):*

> The other day, I was walking into work when I saw my friend Mary. She told me that there was some news that everyone in the plant was going to hear about today. She said that there was going to be a meeting at ten o'clock to discuss the news and that everyone had to be there. She seemed very excited about this, said good-bye to me, and went to tell Frank about the news. I was just about to clock in when...

**"Hand off"** to the next person. If necessary, **facilitate** the handoff from student to student until everyone has had a turn.

5. When everyone has contributed to the story, **discuss** how it went. **Ask:** "What kind of listening skills did you use during this exercise?" **Point out** that they would use the same skills in a department conference, a group meeting, or even a conversation with their supervisors!


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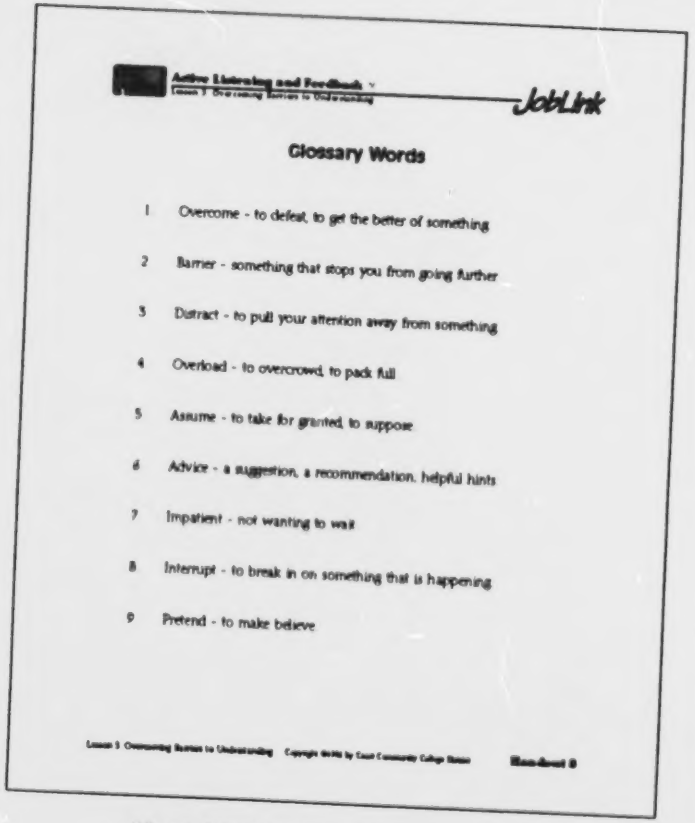

Active Listening and Feedback
Lesson 3: Overcoming Barriers to Understanding
JobLink

**Glossary Words**

1. Overcome - to defeat, to get the better of something
2. Barrier - something that stops you from going further
3. Distract - to pull your attention away from something
4. Overload - to overcrowd, to pack full
5. Assume - to take for granted, to suppose
6. Advice - a suggestion, a recommendation, helpful hints
7. Impatient - not wanting to wait
8. Interrupt - to break in on something that is happening
9. Pretend - to make believe

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**Handout 8, Transparency 3**


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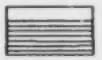
## Activities

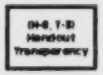
### Ending: 10 Minutes



1. **Distribute** an index card to each student. **Tell** students to label one side "Tips I Learned" and the other side "Questions I Have."

2. Under "Tips I Learned" **tell** students to write at least 1 tip to overcome listening barriers; under "Questions I Have" **tell** students to list any questions about how they can improve their active listening skills.

3. **Collect** students' cards.




4. **Project** "Glossary Words" on the overhead. **Ask** students to define the words.

5. **Say** good-bye.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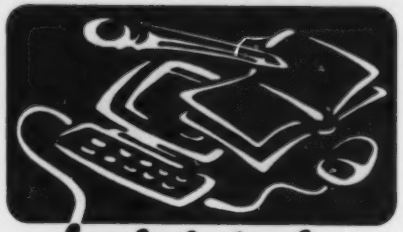

JobLink

Winning At Work

# Active Listening and Feedback

Communicating Effectively

**Lesson 4**
**Giving Feedback**

## Lesson Description

Skill improvement relies on feedback. Yet both *receiving* feedback and giving feedback are potentially loaded with problems. For the receiver, feedback often sounds like criticism; thus accepting feedback is difficult for many people. For the giver, therefore, feedback has an automatic obstacle; giving feedback often presents a very sensitive situation. Yet learning to give feedback effectively is a skill worth learning.

This workshop focuses on why giving feedback is important and when to give feedback. Students complete an exercise that restricts their use of feedback; gradually, they are allowed to use feedback to accomplish the task. Students then discuss the need to give feedback at work at appropriate times. Finally, students are asked to search for feedback opportunities after class.


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## Objectives

By completing this lesson, students will be able to:

1. **Explain** the importance of giving feedback.
2. **Name** the two most common purposes for giving feedback.
3. **Describe** when to give feedback.

## Materials Needed

### Hardware

1. Overhead projector
2. Blank paper (approximately 2 sheets per student)

### Transparencies

"Glossary Words" (Transparency 5)
"Explanation of Shapes" (Transparency 6)
"Communication Model" (Transparency 7)
"Giving Feedback" (Transparency 8)

### Handouts

"Glossary Words" (Handout 11)
"Explanation of Shapes" (Handout 12)
"Worksheet 1" (Handout 13)
"Worksheet 2" (Handout 14)
"Worksheet 3" (Handout 15)
"Communication Model" (Handout 16)
"Feedback Opportunities" (Handout 17)

## Classroom Set-up

### Total Time: 90 minutes

| | |
|---|---|
| Opening- Large Group | 10 min. |
| First Activity- Pairs | 50 min. |
| Second Activity- Large Group | 20 min. |
| Ending- Large Group | 10 min. |

**Key** Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet


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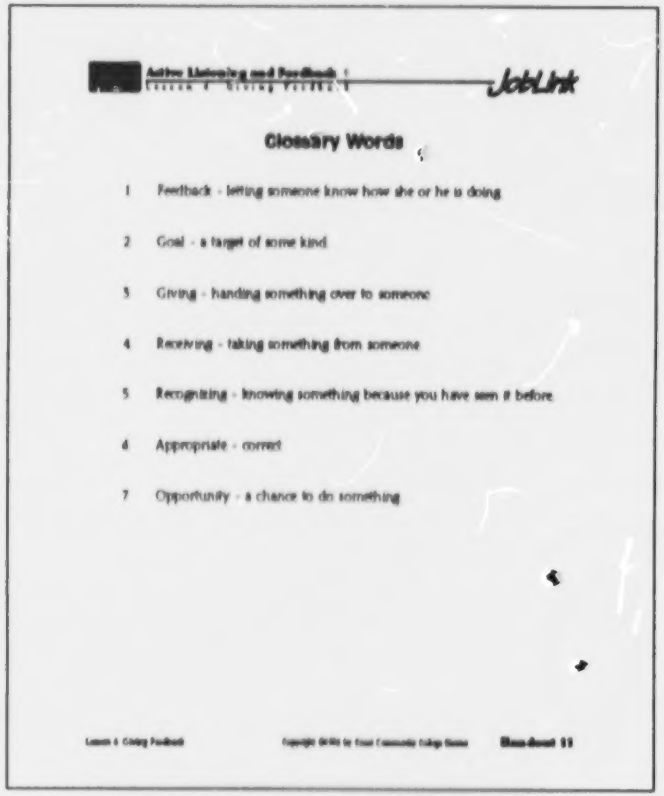
Glossary Words
1 Feedback - letting someone know how she or he is doing
2 Goal - a target of some kind
3 Giving - handing something over to someone
4 Receiving - taking something from someone
5 Recognizing - knowing something because you have seen it before
6 Appropriate - correct
7 Opportunity - a chance to do something

**Handout 11, Transparency 5**


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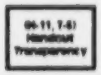
## Activities

### Opening: 10 Minutes

1. **Welcome** the class.

2. **Ask:** "Did you notice any barriers to listening this week? What were they?"



3. **Project** "Glossary Words" on the overhead. **Tell** students to write the words in their notebooks. **Explain** the definitions.

4. **Ask:** "What is *feedback?*" **Allow** students a few tries. Then define *feedback* if necessary. **Explain,** "Feedback is when you let someone know how she or he is doing." **Ask:** "Why is it important to learn how to listen first, before you learn how to give feedback?"

5. **Ask:** "Why is it important to give feedback? Is it hard to give feedback? Is it hard to *receive* feedback? Why?"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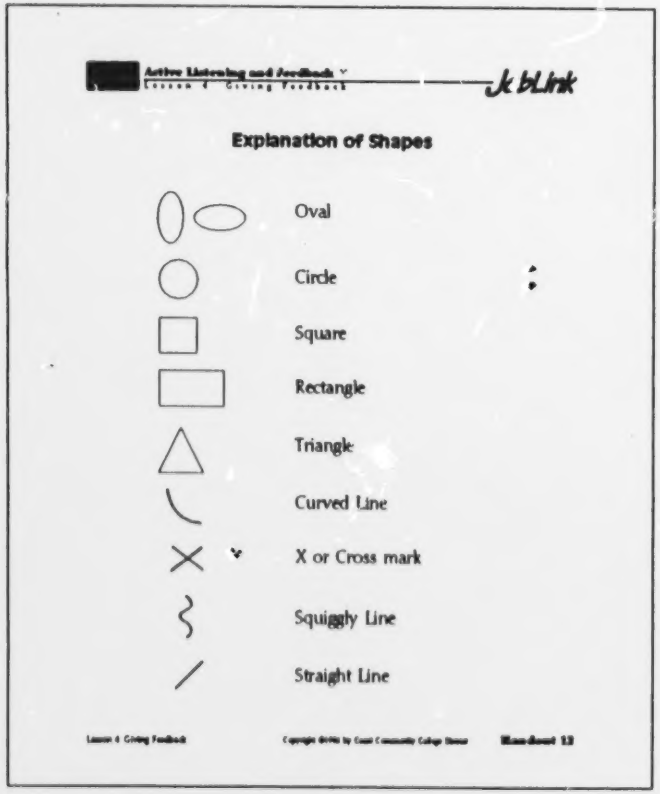
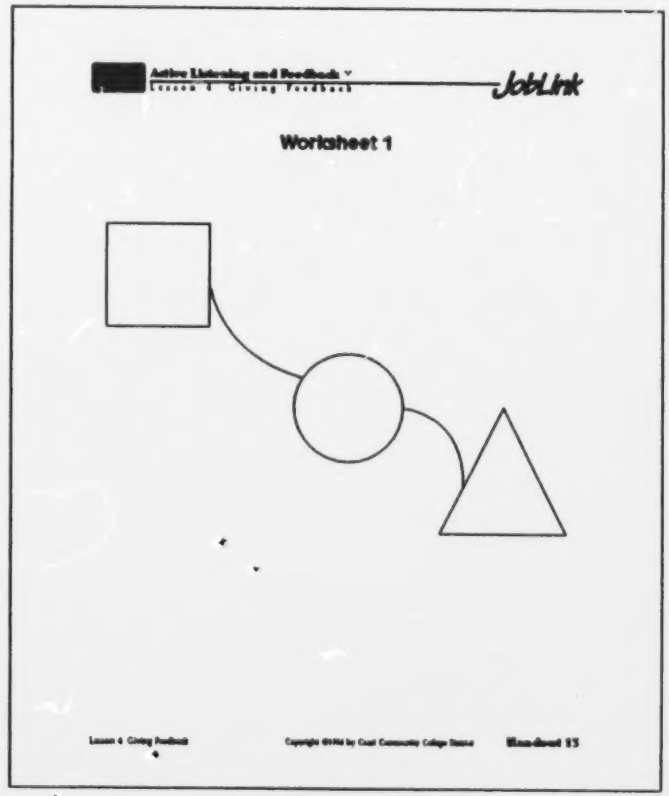



**Handout 12, Transparency 6**




**Handout 13**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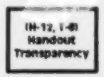
# Activities

## First Activity: 50 Minutes

### Part 1

1. **Ask** students to pair off, and ask each pair to sit back-to-back.




2. **Distribute** "Explanation of Shapes" and **project** it on the overhead. **Explain** what shapes they will be using in the exercise.

3. **Distribute** "Worksheet 1" to one person in each pair and a blank piece of paper and a pencil to the other person. **Instruct** the first person **NOT** to show the worksheet to her or his partner.

4. **Explain** this procedure to the class: The person with "Worksheet 1" will describe the picture on the handout to his or her partner. The partner will then draw the picture. Only the person reading the worksheet can speak. The person drawing cannot ask questions, and the person reading cannot look at the drawing. The time allowed will be 4 minutes. The goal is to have the person draw a picture that looks exactly like the worksheet. **Ask:** "What is a goal?" **Define** *goal* if necessary.

5. **Tell** students to begin. **Allow** approximately 4 minutes for drawing.

6. At the end of the exercise, **tell** each drawer to share the picture with his or her partner.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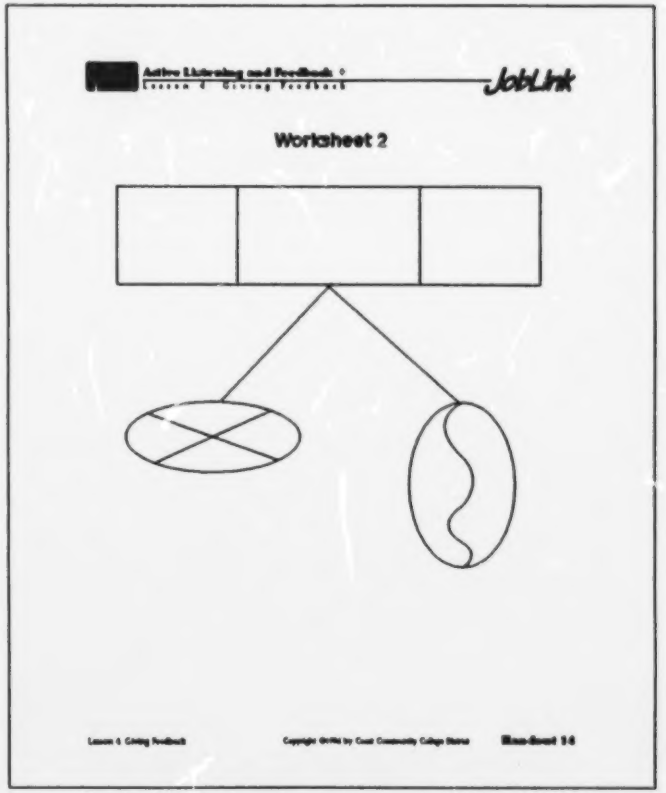


**Handout 14**


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# Activities

## First Activity: (continued)

7. **Ask** the group: "How many of you drew the pictures correctly?"

8. **Ask** the students who read the worksheets: "How difficult was it for you to explain the picture to your partner? Why?"

9. **Ask** the students who did the drawing: "How difficult was it for you to draw the picture correctly? Why?"

10. **Ask** the students who read the worksheets: "Would it have been easier if you could have seen what your partner was drawing?"

**Part 2**

1. **Keep** the student pairs together. **Tell** them that they will now do the same exercise–but this time they will exchange roles.

2. Now **distribute** "Worksheet 2" to the drawer in the last exercise and a blank piece of paper and a pencil to the reader. Note that as before, (a) only the reader sees the worksheet picture, (b) the person drawing still cannot speak, and (c) the goal is to draw the picture shown in "Worksheet 2." *But note this change: This time the reader will be able to see what the partner is drawing.*


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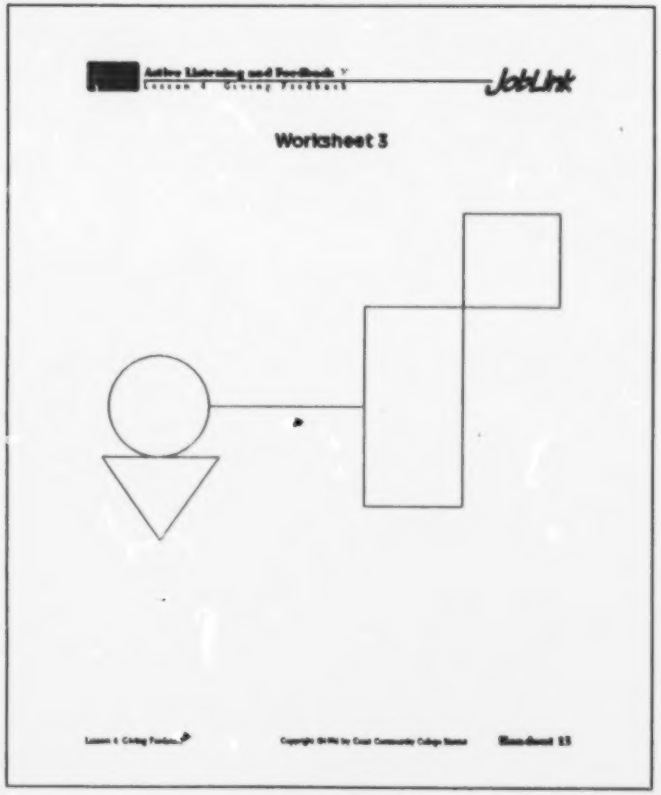


**Handout 15**


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## Activities

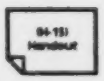
### First Activity: (continued)

3. **Allow** them 4 minutes to complete the exercise.

4. At the end of the exercise, **ask:** "How many of you drew the pictures correctly this time? Was it easier or harder this time? Why?"

5. **Ask:** "What would make the task even easier?"

**Part 3**



1. **Tell** students to pair up with new partners. **Distribute** "Worksheet 3" to one of the partners with instructions **NOT** to show the picture to the other.

2. **Ask** the drawing partners to turn over their paper from the last exercise, or give them a fresh blank sheet.

3. **Explain** that, as before, (a) the reader will explain the worksheet picture, (b) the partner will draw the picture, and (c) the goal is the same. But this time the reader can watch the person drawing the picture, and the person drawing can ask questions!

4. **Give** them 4 minutes to do the exercise.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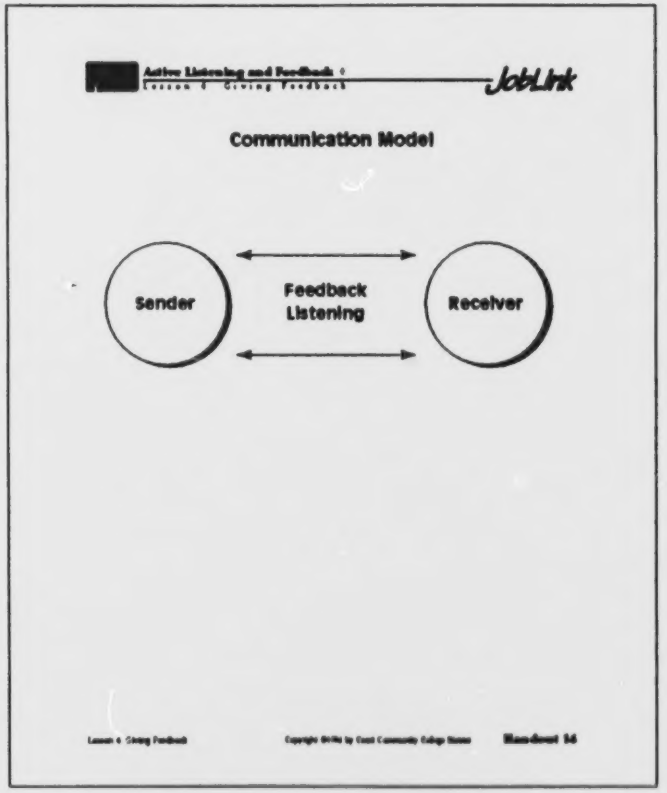


**Handout 16, Transparency 7**


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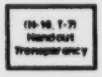
## Activities

### First Activity: (continued)

5. At the end of the exercise, **ask:** "How many of you drew the pictures correctly this time? Was it easier or harder this time? What made the task easier this time?"

6. **Tell** students that they just learned some important steps in giving and receiving feedback. Then **ask:** : "What do you think those steps are?"



7. **Discuss** the importance of two-way communication in giving and receiving feedback. **Distribute** the "Communication Model" and **project** it on the overhead. **Discuss** how listening and feedback are related.

8. **Discuss** the two reasons for giving feedback: to recognize something positive and to correct a problem.

9. **Ask:** "What kind of feedback did you give in the last exercise?"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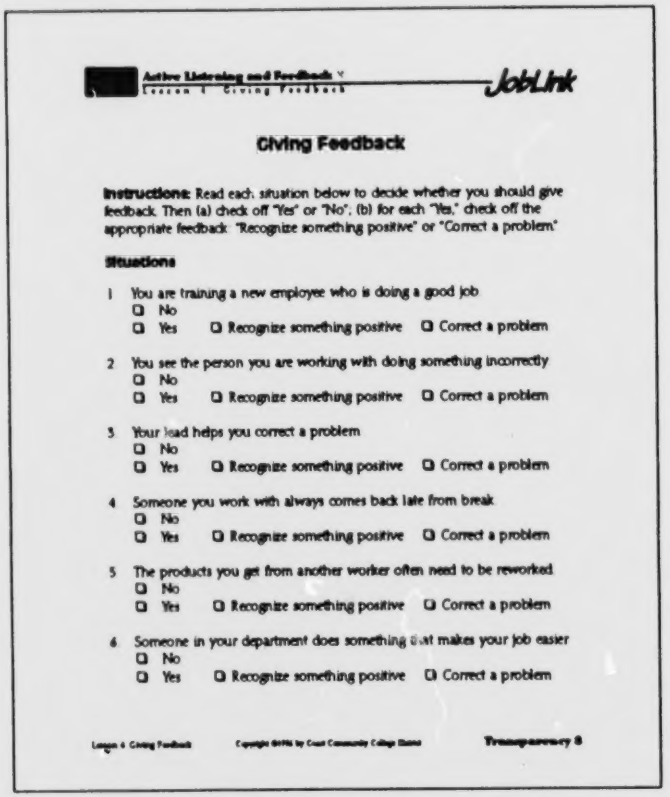

Active Listening and Feedback — Lesson 4: Giving Feedback — JobLink

**Giving Feedback**

**Instructions:** Read each situation below to decide whether you should give feedback. Then (a) check off "Yes" or "No", (b) for each "Yes," check off the appropriate feedback: "Recognize something positive" or "Correct a problem."

**Situations**

1 You are training a new employee who is doing a good job
- ☐ No
- ☐ Yes ☐ Recognize something positive ☐ Correct a problem

2 You see the person you are working with doing something incorrectly
- ☐ No
- ☐ Yes ☐ Recognize something positive ☐ Correct a problem

3 Your lead helps you correct a problem
- ☐ No
- ☐ Yes ☐ Recognize something positive ☐ Correct a problem

4 Someone you work with always comes back late from break
- ☐ No
- ☐ Yes ☐ Recognize something positive ☐ Correct a problem

5 The products you get from another worker often need to be reworked
- ☐ No
- ☐ Yes ☐ Recognize something positive ☐ Correct a problem

6 Someone in your department does something that makes your job easier
- ☐ No
- ☐ Yes ☐ Recognize something positive ☐ Correct a problem

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**Transparency 8**

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# Activities

## Second Activity: 20 Minutes

**Instructor:** You may use these exercises as group activities if time permits.

1. **Project** "Giving Feedback" on the overhead. **Explain** this procedure to the class: You will read the situations; for each situation, students will answer the questions "Should you give feedback?" and if so, "What kind of feedback should you give?"

   ***Answers:***
   1. Yes– Recognize something positive
   2. Yes– Correct a problem
   3. Yes– Recognize something positive
   4. Yes– Correct a problem
   5. Yes– Correct a problem
   6. Yes– Recognize something positive

2. **Ask:** "When is it appropriate to give feedback?" **Tell** the class to list times when feedback is not appropriate (for example, when other people are around, when the person is very busy, when the person is tired or upset, and when it's too late to take corrective action).

3. **Guide** the class in developing a list of "Rules for Giving Feedback."




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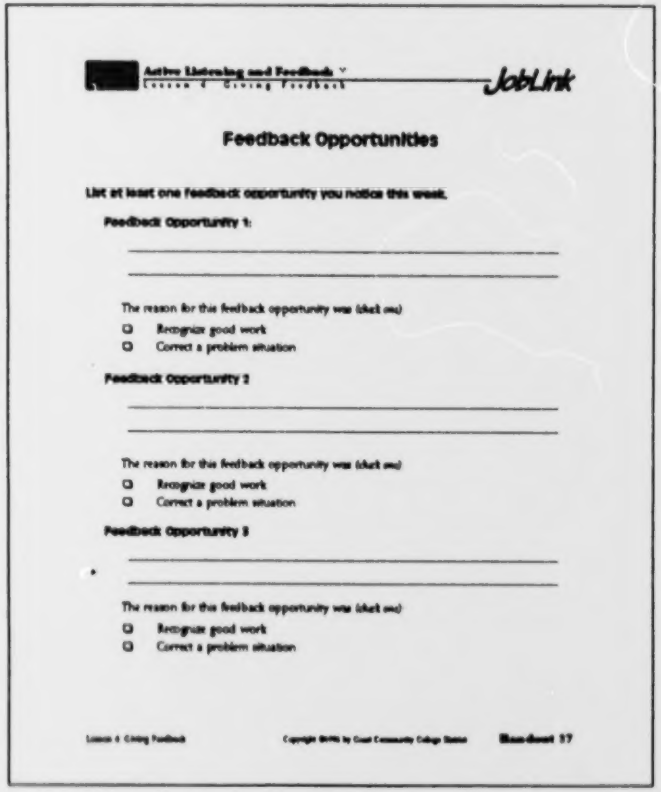


Active Listening and Feedback — Lesson 4: Giving Feedback — JobLink

**Feedback Opportunities**

List at least one feedback opportunity you notice this week.

Feedback Opportunity 1:

_____

_____

The reason for this feedback opportunity was (check one)

- ☐ Recognize good work
- ☐ Correct a problem situation

Feedback Opportunity 2

_____

_____

The reason for this feedback opportunity was (check one)

- ☐ Recognize good work
- ☐ Correct a problem situation

Feedback Opportunity 3

_____

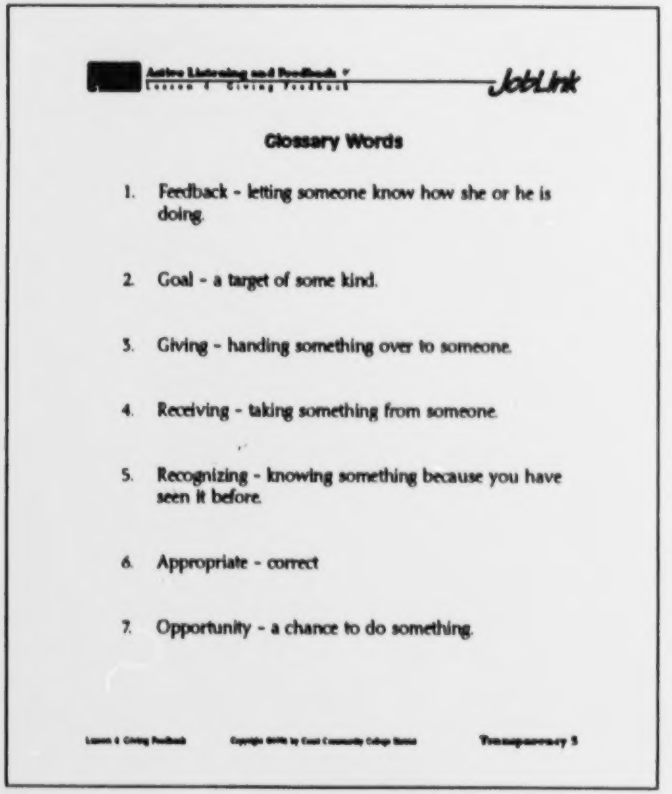
_____

The reason for this feedback opportunity was (check one)

- ☐ Recognize good work
- ☐ Correct a problem situation

Lesson 4: Giving Feedback — Copyright ©1996 by Coast Community College District — Handout 17

**Handout 17**



Active Listening and Feedback — Lesson 4: Giving Feedback — JobLink

**Glossary Words**

1. Feedback - letting someone know how she or he is doing.
2. Goal - a target of some kind.
3. Giving - handing something over to someone.
4. Receiving - taking something from someone.
5. Recognizing - knowing something because you have seen it before.
6. Appropriate - correct
7. Opportunity - a chance to do something.

Lesson 4: Giving Feedback — Copyright ©1996 by Coast Community College District — Transparency 5

**Transparency 5**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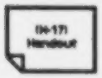
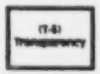
## Activities

### Ending: 10 Minutes



1. **Tell** students that you want them to look for feedback opportunities this week. **Distribute** the "Feedback Opportunities" worksheet.



2. **Project** "Glossary Words" on the overhead. **Review** definitions.

3. **Offer** the group feedback on how the class went!

4. **Say** good-bye.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JobLink

Winning At Work

# Active Listening and Feedback

Communicating Effectively

**Lesson 5**
**Being Specific**

## Lesson Description

Giving feedback often makes us feel uncomfortable and awkward. Many people are concerned that their words will "come out wrong" or that the receiver will get upset or angry–or both.

This lesson addresses these problems directly. It teaches senders to give feedback effectively by focusing on the situation, the issue, or the behavior–not on the person. This technique maintains the receiver's self-confidence and self-esteem during feedback and therefore helps maintain the relationship.


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## Objectives

By completing this lesson, students will be able to:

1. **Explain** the difference between (a) being specific and (b) personal attacks.
2. **Demonstrate** the use of specific observation vs. judgment or opinion.
3. **Explain** the importance of maintaining the self-confidence and self-esteem of their co-workers.
4. **Explain** the importance of maintaining good relationships.

## Materials Needed

### Hardware

1. Overhead projector
2. Index cards (3x5)

### Transparencies

"Glossary Words" (Transparency 9)
"DOs and DON'Ts" (Transparency 10)

### Handouts

"Glossary Words" (Handout 18)
"Being Specific" (Handout 19)

## Classroom Set-up

### Total Time: 90 minutes

| | |
|---|---|
| Opening- Large Group | 20 min. |
| First Activity- Small Groups | 30 min. |
| Second Activity- Pairs | 30 min. |
| Ending- Large Group | 10 min. |

**Key** Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet


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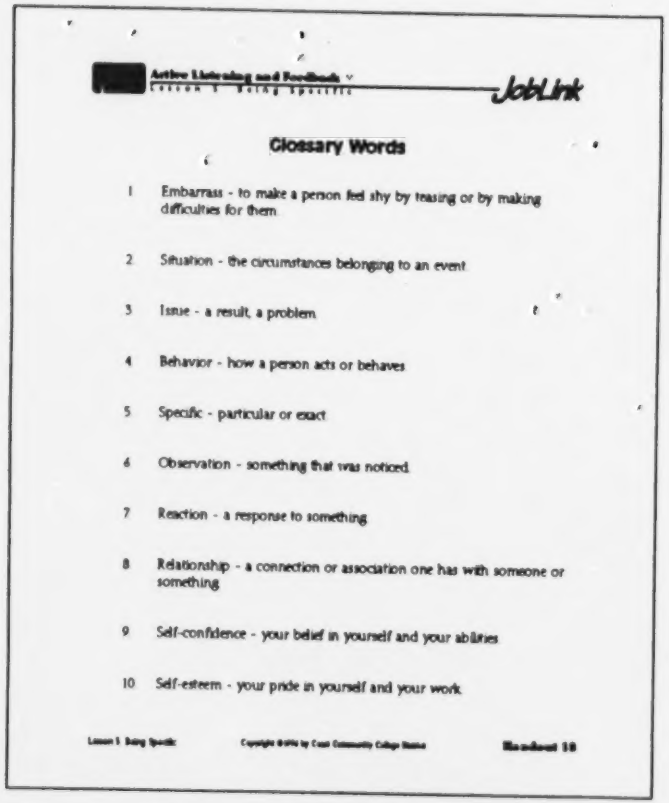


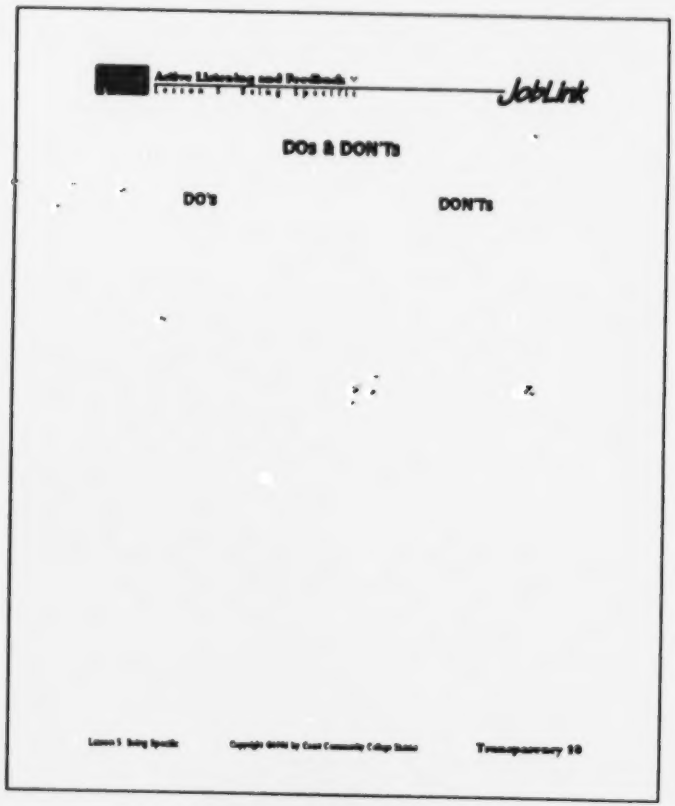
Active Listening and Feedback — JobLink

**Glossary Words**

1. Embarrass - to make a person feel shy by teasing or by making difficulties for them
2. Situation - the circumstances belonging to an event
3. Issue - a result, a problem
4. Behavior - how a person acts or behaves
5. Specific - particular or exact
6. Observation - something that was noticed
7. Reaction - a response to something
8. Relationship - a connection or association one has with someone or something
9. Self-confidence - your belief in yourself and your abilities
10. Self-esteem - your pride in yourself and your work

Lesson 5: Being Specific — Copyright ©1996 by Coast Community College District — Handout 18

**Handout 18, Transparency 9**



Active Listening and Feedback — JobLink

**DOs & DON'Ts**

| DO's | DON'Ts |
|---|---|

Lesson 5: Being Specific — Copyright ©1996 by Coast Community College District — Transparency 10

**Transparency 10**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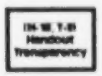
**Instructor:** For beginning students you may find that there is too much material to complete this lesson in 90 minutes. If so, omit one of the activities, or divide the lesson into two sessions.

## Activities

### Opening: 20 Minutes

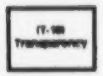
1. **Welcome** students. **Inform** them that today we will **discuss** how to give feedback.

2. **Ask:** "What opportunities did you have this week to give feedback?" Then **invite** students to share examples from their "Feedback Opportunities" assignment.



3. **Project** "Glossary Words" on the overhead. **Tell** students to write the words in their notebooks. **Explain** that at the end of class you will check to see how many definitions they have.

4. **Ask** the class to define *feedback* for you again.



5. **Project** "DOs and DON'Ts" on the overhead. **Say:** "Think about a time when someone did a good job giving you feedback. What did that person do?" Write students' answers on a blank transparency.

6. **Say:** "Now think about a time when someone did *not* do a good job giving you feedback. Maybe he or she embarrassed you, hurt your feelings, or made you angry."

   Pause, then **ask:** "What did that person do wrong? As you tell your story, don't mention names!" As students reply, write their answers on a flip chart, a blank transparency, or the whiteboard.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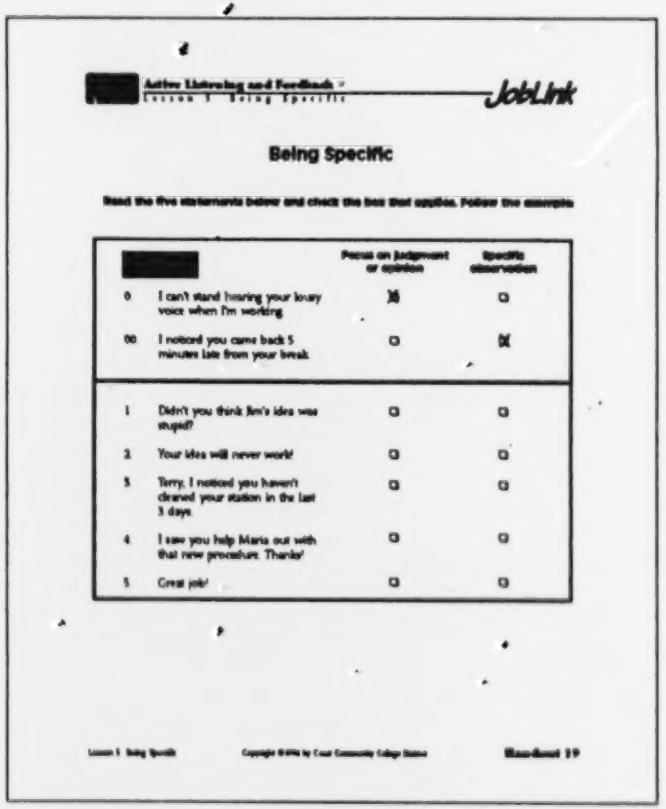

Active Listening and Feedback
Lesson 5: Being Specific
JobLink

**Being Specific**

Read the five statements below and check the box that applies. Follow the example.

| | | Focus on judgement or opinion | Specific observation |
|---|---|---|---|
| 0 | I can't stand hearing your lousy voice when I'm working | ☒ | ☐ |
| 00 | I noticed you came back 5 minutes late from your break | ☐ | ☒ |
| 1 | Didn't you think Jim's idea was stupid? | ☐ | ☐ |
| 2 | Your idea will never work! | ☐ | ☐ |
| 3 | Terry, I noticed you haven't cleaned your station in the last 3 days | ☐ | ☐ |
| 4 | I saw you help Maria out with that new procedure. Thanks! | ☐ | ☐ |
| 5 | Great job! | ☐ | ☐ |

Lesson 5: Being Specific Copyright ©1996 by Coast Community College District Handout 19

**Handout 19**


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# Activities

## First Activity: 30 Minutes

1. **Explain** why it is important when giving feedback to focus on the situation, the issue, or the behavior–*not* on the *person*. **Ask:** "What does this mean to you?"

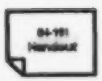
2. **Select** one person and **say:** "Sue, how can you get any work done with all the talking you do?" **Ask** the class: "How do you think Sue will feel if you said that to her?"

3. **Say** "Sue, I noticed that you were talking to George most of the morning. I am worried it might have affected the amount of work you did this morning." **Ask** the class: "How do you think Sue will feel after you say the second statement?"

4. **Ask:** "What was the difference between the two statements?" **Lead** the students to see that the first statement probably made Sue feel upset or angry because it attacked her personally. The second statement focused on the *behavior* that you observed, not on the *person*.

5. **Select** another person and **say:** "Ramon, because you were so lazy yesterday, we did not meet our quota!" **Ask** the class: "How might I say that statement better?"

6. **Explain** "You want to avoid using opinions and focusing on the person. Effective feedback focuses on specific observations."



7. **Split** the class into groups of 2 or 3. **Distribute** "Being Specific". **Ask** the class to determine if the statements are based on judgment and opinion or they are based on specific observation.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## Activities

### First Activity: (continued)

8. **Stop** the groups about halfway through the activity. **Ask:** "What do you notice? What makes the statements more effective?" **Lead** students to see the difference between using "I" statements *vs.* "you" statements. **Tell** the students to finish the exercise. (***Answers:*** Focus on judgement or opinion: 1, 2 and 5; Specific observation: 3 and 4).

9. After all groups have completed the worksheet, **review** the statements with the large group. **See** if the group can come up with *specific observations* for questions # 1, 2, and 5. **Discuss** the importance of telling the person your specific observation first, and then giving your *reaction* to the situation.

10. **Ask** the group: "Why would you give your reaction after telling the person your specific observation?"

11. **Ask** the group: "What happens when people describe their reaction before they tell you specifically what they have observed? *For example,* what happens when you say 'I am so angry at you!' *before* you tell the person *why* you are angry?"

12. **Explain** the importance of maintaining good relationships and a supportive environment with co-workers.

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# Activities

## Second Activity: 30 Minutes

1. **Inform** students that they are going to practice being specific and maintaining good relationships. Then **direct** students to pair off to Person 1 and Person 2.

2. **Tell** Person 1 to give Person 2 feedback on something Person 2 does well. Remind the class of the need to be specific and to maintain the relationship.

3. **Tell** Person 2 to tell Person 1 how well he or she focused on the situation and maintained the relationship.

4. **Tell** Person 2 to tell Person 1 something he or she would like Person 1 to do differently.

5. **Tell** Person 1 to tell Person 2 how well he or she focused on the situation and maintained the relationship.

6. **Ask** the class which role was harder. Explain that it is usually harder to give feedback to correct a problem than to recognize good work.

7. **Ask:** "Why is it important to give feedback to recognize good work, or positive feedback? Why is it important to give feedback to correct problems? What happens if we don't give feedback?"

8. **Explain** that feedback is not as effective if it is not given correctly.


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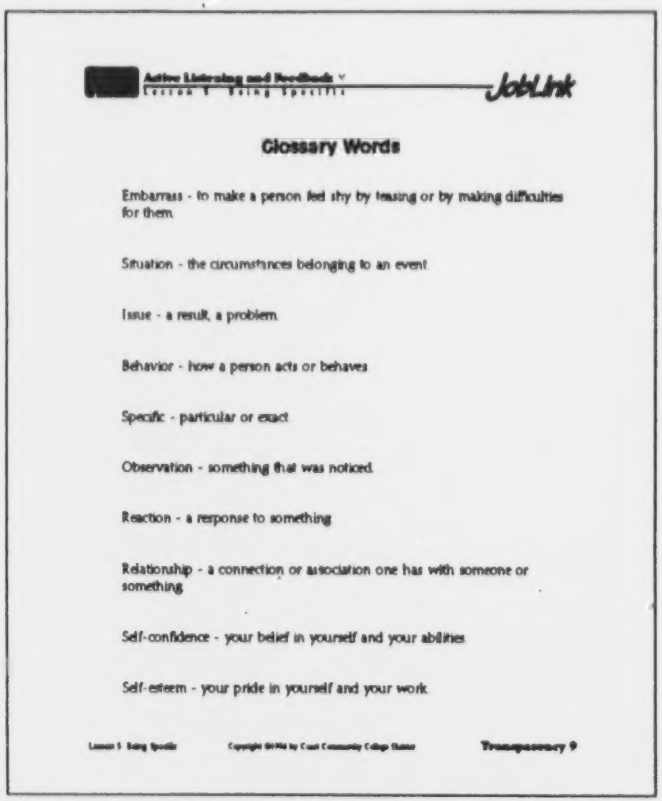
Active Listening and Feedback
Lesson 5: Being Specific
JobLink
Glossary Words
Embarrass - to make a person feel shy by teasing or by making difficulties for them.
Situation - the circumstances belonging to an event.
Issue - a result, a problem.
Behavior - how a person acts or behaves.
Specific - particular or exact.
Observation - something that was noticed.
Reaction - a response to something.
Relationship - a connection or association one has with someone or something.
Self-confidence - your belief in yourself and your abilities.
Self-esteem - your pride in yourself and your work.

**Transparency 9**


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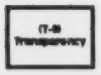
## Activities

### Ending: 10 Minutes

1. **Review** with the group the key learning points for today.

2. **Encourage** students to try using their new feedback skills this week. **Tell** them that they will **discuss** their results at the beginning of the next class.



3. **Project** "Glossary Words" on the overhead. **Review** definitions again.

4. **Distribute** index cards for feedback on how the class went. **Ask** the class to write "Things I liked" on one side and "Things I could have been better" on the other side. **Allow** students time to fill out the cards, and **collect** them as they leave.

5. **Say** good-bye.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JobLink

Winning At Work

# Active Listening and Feedback

Communicating Effectively

**Lesson 6**
**Pulling It All Together**



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## Lesson Description

In this lesson students learn to pull together all the skills they have learned in the last 5 lessons. First students learn that listening actively is a prerequisite for giving feedback effectively. During this session, students determine what they feel are the most important feedback skills; and then in a case study they combine those skills with their newly acquired *active listening* skills.


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## Objectives

By completing this lesson, students will be able to:

1. **Explain** the importance of effective listening and feedback skills in the workplace.
2. **Demonstrate** their ability to apply feedback and listening skills effectively.
3. **Use** feedback as a tool to overcome communication barriers.

## Materials Needed

### Hardware

1. Overhead projector
2. Whiteboard or flip chart
3. Index cards (3x5)

## Materials (cont'd)

### Forms

"Pretest/Posttest"

"Learner Assessment Form"

### Transparencies

"Characteristics of Giving Good Feedback" (Transparency 11)

"Giving Good Feedback Ranking Sheet" (Transparency 12)

"Communication Model" (Transparency 7)

"Directions for Practice" (Transparency 13)

### Handouts

"Characteristics of Giving Good Feedback" (Handout 20)

"Giving Good Feedback Ranking Sheet" (Handout 21)

## Materials (cont'd)

### Handouts

"Directions for Practice" (Handout 22)

"Case Study: Person 1–George" (Handout 23)

"Case Study: Person 2–Carol" (Handout 24)

"Case Study: Person 3–Observer" (Handout 25)

"Take Home Card"

## Classroom Set-up

### Total Time: 90 minutes

| | |
|---|---|
| Opening- Large Group | 10 min. |
| First Activity- Pairs | 25 min. |
| Second Activity- Small Groups | 35 min. |
| Ending- Large Group | 20 min. |

**Key** Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet


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**Instructor:** For beginning students you may find that there is too much material to complete this lesson in 90 minutes. If so, omit one of the activities, or divide the lesson into two sessions.

## Activities

### Opening: 10 Minutes

1. **Welcome** students.
2. **Ask** students to volunteer examples of how they used their feedback skills since the last class.

3. **Ask** students for a summary of what they have learned over the last 5 weeks.
4. **Explain** the plan for this session: "Today we will be pulling everything together. You will learn how to use all the skills you have learned in class so far."




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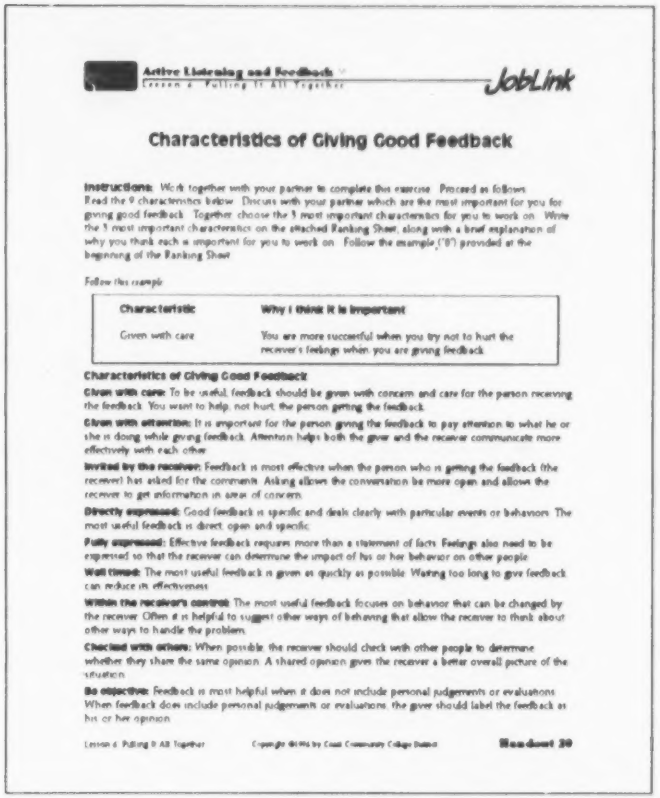


Active Listening and Feedback — Lesson 6: Pulling It All Together — JobLink

## Characteristics of Giving Good Feedback

**Instructions:** Work together with your partner to complete this exercise. Proceed as follows: Read the 9 characteristics below. Discuss with your partner which are the most important for you for giving good feedback. Together, choose the 5 most important characteristics for you to work on. Write the 5 most important characteristics on the attached Ranking Sheet, along with a brief explanation of why you think each is important for you to work on. Follow the example ("0") provided at the beginning of the Ranking Sheet.

*Follow this example*

| Characteristic | Why I think it is important |
|---|---|
| Given with care | You are more successful when you try not to hurt the receiver's feelings when you are giving feedback. |

**Characteristics of Giving Good Feedback**

**Given with care:** To be useful, feedback should be given with concern and care for the person receiving the feedback. You want to help, not hurt, the person getting the feedback.

**Given with attention:** It is important for the person giving the feedback to pay attention to what he or she is doing while giving feedback. Attention helps both the giver and the receiver communicate more effectively with each other.

**Invited by the receiver:** Feedback is most effective when the person who is getting the feedback (the receiver) has asked for the comments. Asking allows the conversation be more open and allows the receiver to get information in areas of concern.

**Directly expressed:** Good feedback is specific and deals clearly with particular events or behaviors. The most useful feedback is direct, open and specific.

**Fully expressed:** Effective feedback requires more than a statement of facts. Feelings also need to be expressed so that the receiver can determine the impact of his or her behavior on other people.

**Well timed:** The most useful feedback is given as quickly as possible. Waiting too long to give feedback can reduce its effectiveness.

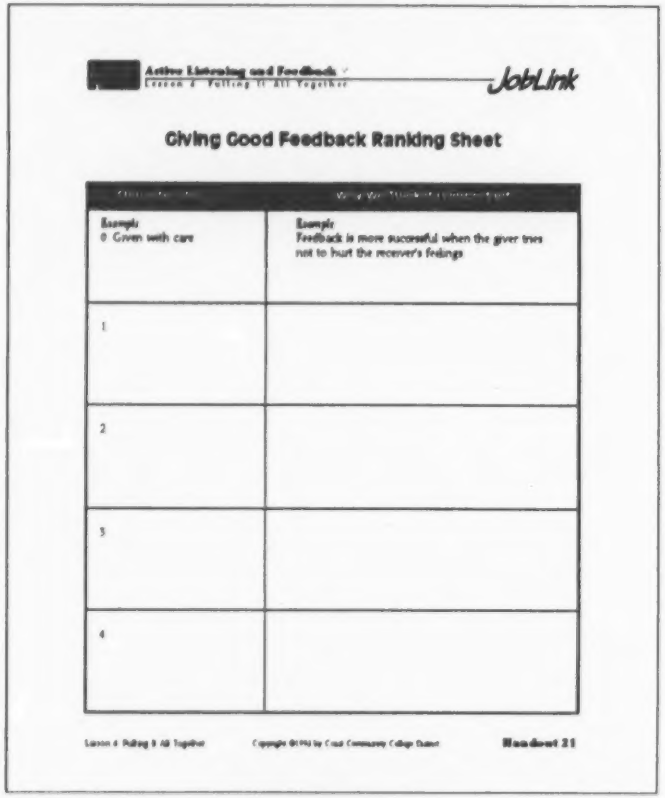
**Within the receiver's control:** The most useful feedback focuses on behavior that can be changed by the receiver. Often it is helpful to suggest other ways of behaving that allow the receiver to think about other ways to handle the problem.

**Checked with others:** When possible, the receiver should check with other people to determine whether they share the same opinion. A shared opinion gives the receiver a better overall picture of the situation.

**Be objective:** Feedback is most helpful when it does not include personal judgements or evaluations. When feedback does include personal judgements or evaluations, the giver should label the feedback as his or her opinion.

Lesson 6: Pulling It All Together Copyright ©1996 by Coast Community College District **Handout 20**

**Handout 20**
**Transparency 11**



Active Listening and Feedback — Lesson 6: Pulling It All Together — JobLink

## Giving Good Feedback Ranking Sheet

| [illegible] | [illegible] |
|---|---|
| Example<br>0 Given with care | Example<br>Feedback is more successful when the giver tries not to hurt the receiver's feelings |
| 1 | |
| 2 | |
| 3 | |
| 4 | |

Lesson 6: Pulling It All Together Copyright ©1996 by Coast Community College District **Handout 21**

**Handout 21**
**Transparency 12**

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# Activities

## First Activity: 30 Minutes

IN-20, T-11 Handout Transparency

IN-21, T-12 Handout Transparency

1. **Distribute and Project** "Characteristics of Giving Good Feedback" and "Giving Good Feedback Ranking Sheet". **Explain** the meaning of *characteristic,* a distinguishing or different quality of a person or thing. **Discuss** the information on the handouts.

2. **Pair off** students. **Tell** each pair to **discuss** the characteristics listed in the Ranking Sheet and to identify the 3 characteristics they feel are the most important for them to work on. Next **tell** them to write their 3 choices on their worksheet and for each characteristic give a reason why they feel that characteristic is important. **Tell** them to be prepared to **discuss** their answers with the class.

3. **Allow** the groups time to fill out their worksheets. **Walk around** and **help** the pairs that are having trouble.

4. After the groups have finished filling out their worksheets, **ask** the class for their top 3 list along with the explanations of their choices.

5. **Explain** that all of the characteristics identified by the large group are important. Because it is difficult to remember them all, **suggest** that at the beginning each pair concentrate only on their 3 choices.



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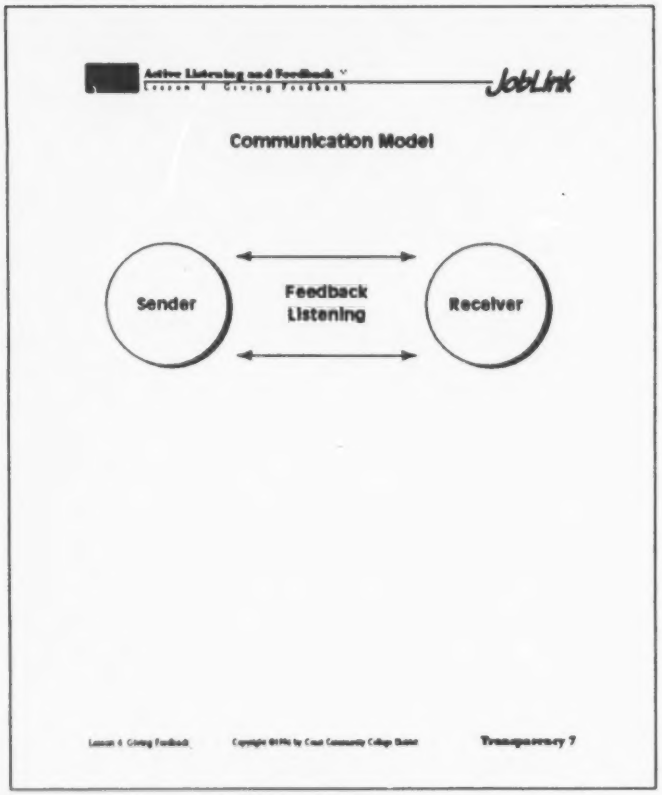
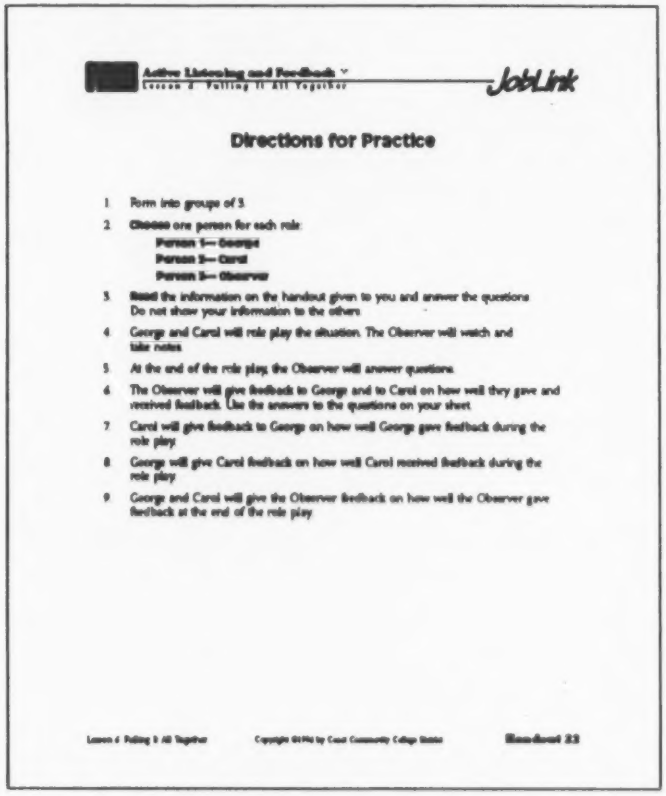



Transparency 7


Active Listening and Feedback
JobLink
Directions for Practice
1. Form into groups of 3.
2. Choose one person for each role.
Person 1— George
Person 2— Carol
Person 3— Observer
3. Read the information on the handout given to you and answer the questions. Do not show your information to the others.
4. George and Carol will role play the situation. The Observer will watch and take notes.
5. At the end of the role play, the Observer will answer questions.
6. The Observer will give feedback to George and to Carol on how well they gave and received feedback. Use the answers to the questions on your sheet.
7. Carol will give feedback to George on how well George gave feedback during the role play.
8. George will give Carol feedback on how well Carol received feedback during the role play.
9. George and Carol will give the Observer feedback on how well the Observer gave feedback at the end of the role play.

Handout 22, Transparency 13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# Activities

## Second Activity: 35 Minutes

1. **Discuss** the importance of giving feedback at work. **Ask:** "How can you use your listening and feedback skills together?"

2. **Show** the "Communication Model" again. **Ask:** "How can you use your listening skills when you are giving feedback?" **Explain** that they can also use their listening skills when they are *receiving* feedback.

3. **Explain** why it is important to listen when receiving feedback. **Discuss** the need for students to show that they are interested, to ask questions, and to restate what they hear to make sure they understand.

4. **Ask:** "What other things are important to do when receiving feedback?" **Write** their responses on a flip chart or on the whiteboard.

5. **Divide** the class into groups of 3. **Tell** the groups about the practice situation exercise: "Each of you is going to practice giving and receiving feedback, that is, practice using the skills you've learned in class."

6. **Distribute** "Directions for Practice" and project it on the overhead. **Explain** that in each group, the three people will play these roles:

   Person 1, *George*, will give the feedback.
   Person 2, *Carol*, will receive the feedback.
   Person 3, *Observer*, will watch and take notes.


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Case Study
Person 1 — George

Situation

You work on the second shift in a manufacturing company on the same machine every day. In the last few weeks you noticed that Carol, who works on your machine on the first shift, has not been cleaning the machine regularly. Her oversight is causing you some problems.

The machine is supposed to be cleaned once during the first half of the shift and once during the second half. When production is heavy, it is sometimes necessary to clean the machine more often during each shift. Lately, when you clean the machine during the first half of your shift, it has been dirtier than normal. Your machine has also been jamming a lot. You think it is because Carol is not cleaning the machine enough.

You usually come in 15 minutes early to get ready for work. You decide that you are going to talk Carol aside and give her some feedback about the situation.

Answer the following questions:

What specifically is the problem?

How do you think Carol will react when you give her the feedback?

What is your reaction to the problem?

How does it affect you?

What are you going to say?

How can you maintain your relationship with Carol?

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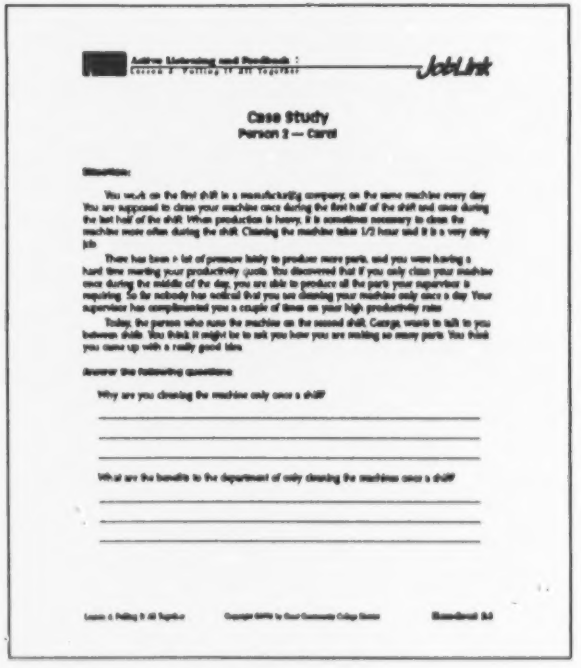

Case Study
Person 2 — Carol

Situation:

You work on the first shift in a manufacturing company, on the same machine every day. You are supposed to clean your machine once during the first half of the shift and once during the last half of the shift. When production is heavy, it is sometimes necessary to clean the machine more often during the shift. Cleaning the machine takes 1/2 hour and it is a very dirty job.

There has been a lot of pressure lately to produce more parts, and you were having a hard time meeting your productivity quota. You discovered that if you only clean your machine once during the middle of the day, you are able to produce all the parts your supervisor is requiring. So far nobody has noticed that you are cleaning your machine only once a day. Your supervisor has complimented you a couple of times on your high productivity rate.

Today, the person who runs the machine on the second shift, George, wants to talk to you between shifts. You think it might be to ask you how you are making so many parts. You think you came up with a really good idea.

Answer the following questions:

Why are you cleaning the machine only once a shift?

What are the benefits to the department of only cleaning the machine once a shift?

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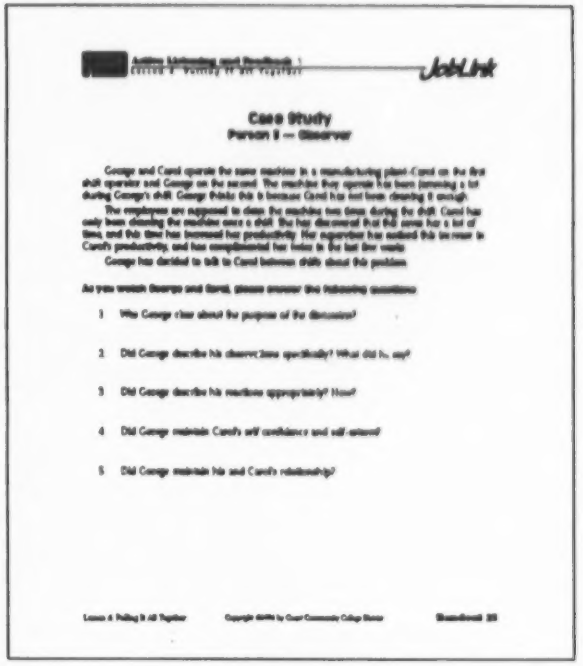

Case Study
Person 3 — Observer

George and Carol operate the same machine in a manufacturing plant. Carol on the first shift operator and George on the second. The machine they operate has been jamming a lot during George's shift. George thinks this is because Carol has not been cleaning it enough.

The employees are supposed to clean the machine two times during the shift. Carol has only been cleaning the machine once a shift. She has discovered that this saves her a lot of time, and this time has increased her productivity. Her supervisor has credited this increase in Carol's productivity, and has complimented her twice in the last few weeks.

George has decided to talk to Carol between shifts about this problem.

As you watch George and Carol, please answer the following questions:

1. Who George clear about the purpose of the discussion?
2. Did George describe his observations specifically? What did he say?
3. Did George describe his reactions appropriately? How?
4. Did George maintain Carol's self confidence and self esteem?
5. Did George maintain his and Carol's relationship?

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Handout 23 Handout 24 Handout 25



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## Activities

### Second Activity: (continued)

7. **Explain,** "At the end of the exercise, Person 3 will give feedback, telling Persons 1 and 2 how well they gave and received feedback. Person 2 will give feedback to Person 1 on how well 1 gave feedback. Finally, Persons 1 and 2 will give Person 3 feedback on how well 3 gave feedback on the exercise."

**Instructor:** If time is limited, have only the observer and Carol give feedback.

8. **Direct** students to select their roles, **distribute** the appropriate worksheet to each person, and ask each person to fill out the worksheet.

9. **Tell** the groups to begin role-playing. **Walk around** and **help** groups that are having difficulty.

10. At the end of the practice, **point out** that each role gave and received feedback in this exercise. Then **ask** the group: "How did your case study go? Was it easy to give feedback? Was it easy to receive feedback?"

**Instructor:** As an alternative Second Activity, choose one student to do the role play with you, and have the rest of the students play observers. When the role play is concluded, conduct a discussion around the questions on the Handout 27.


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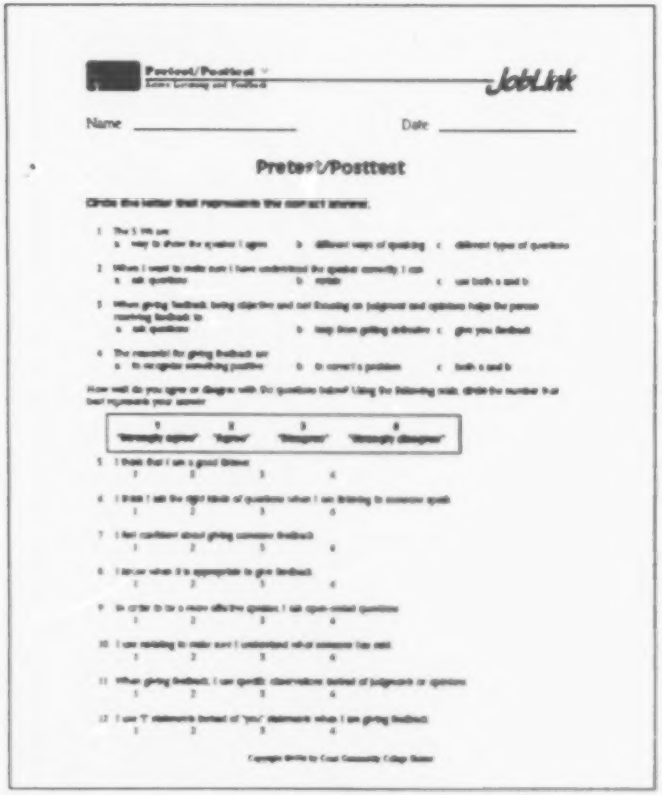

Name _____ Date _____

**Pretest/Posttest**

Circle the letter that represents the correct answer.

1. The 5 Ws are
   a. ways to show the speaker I agree  b. different ways of speaking  c. different types of questions

2. When I want to make sure I have understood the speaker correctly, I can
   a. ask questions  b. relate  c. use both a and b

3. When giving feedback, being objective and not focusing on judgment and opinions helps the person receiving feedback to
   a. ask questions  b. keep from getting defensive  c. give you feedback

4. The reasons for giving feedback are
   a. to recognize something positive  b. to correct a problem  c. both a and b

How well do you agree or disagree with the questions below? Using the following scale, circle the number that best represents your answer.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| "Strongly agree" | "Agree" | "Disagree" | "Strongly disagree" |

5. I think that I am a good listener.
   1 2 3 4

6. I think I ask the right kinds of questions when I am listening to someone speak.
   1 2 3 4

7. I feel confident about giving constructive feedback.
   1 2 3 4

8. I know when it is appropriate to give feedback.
   1 2 3 4

9. In order to be a more effective speaker, I ask open-ended questions.
   1 2 3 4

10. I use restating to make sure I understand what someone has said.
    1 2 3 4

11. When giving feedback, I use specific observations instead of judgments or opinions.
    1 2 3 4

12. I use "I" statements instead of "you" statements when I am giving feedback.
    1 2 3 4

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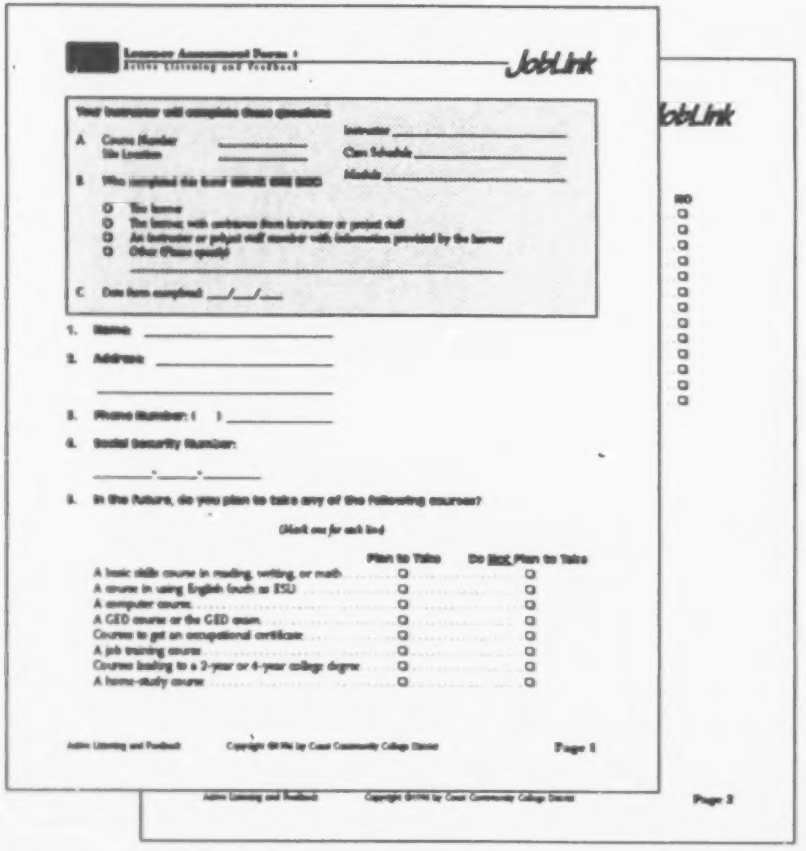
Form



Learners Assessment Forms 1
Active Listening and Feedback
JobLink

Your instructor will complete these questions.

A. Course Number _____ Instructor _____
Site Location _____ Class Schedule _____
Module _____

B. Who completed this form? (CHECK ONE BOX)
- ☐ The learner
- ☐ The learner, with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (Please specify) _____

C. Date form completed: ___/___/___

1. Name _____
2. Address _____
   _____
3. Phone Number: ( ) _____
4. Social Security Number:
   _____-_____-_____
5. In the future, do you plan to take any of the following courses?
   (Mark one for each line)

| | Plan to Take | Do Not Plan to Take |
|---|---|---|
| A basic skills course in reading, writing, or math | ☐ | ☐ |
| A course in using English (such as ESL) | ☐ | ☐ |
| A computer course | ☐ | ☐ |
| A GED course or the GED exam | ☐ | ☐ |
| Courses to get an occupational certificate | ☐ | ☐ |
| A job training course | ☐ | ☐ |
| Courses leading to a 2-year or 4-year college degree | ☐ | ☐ |
| A home-study course | ☐ | ☐ |

Active Listening and Feedback Copyright ©1996 by Coast Community College District Page 1

Page 2

Form

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# Activities

## Ending: 20 Minutes

1. **Summarize** the important points from today's class *and* from the last 5 classes.

2. **Distribute** a "Pretest/Posttest" to each student. **Collect** the completed tests when all the students are finished.

3. **Distribute** "Learner Assessment Form". Have students fill it out.

4. **Tell** students to take out the "Listening and Feedback Plan" from the first class. **Ask** whether they learned the things they checked off on the plan.

5. **Distribute** index cards, **tell** students to write "My Action Plan" at the top, and ask students to write specific listening and feedback skills they plan to use from those they learned in class.

6. **Walk around** the room and **call on** each person to read one Action Plan item. **Write** all the items on a flip chart or on the whiteboard, and **keep** a copy *(to use in the Supervisor Module)*.

7. **Encourage** students to **discuss** their Action Plans with their supervisors.

8. **Distribute** the take-home cards. **Thank** students for their participation.

9. **Say** good-bye.


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Name Answer Key Date _____

# Pretest/Posttest

**Circle the letter that represents the correct answer.**

1. The 5 Ws are:
   a. way to show the speaker I agree. b. different ways of speaking (c.) different types of questions

2. When I want to make sure I have understood the speaker correctly, I can:
   a. ask questions b. restate (c.) use both a and b

3. When giving feedback, being objective and not focusing on judgment and opinions helps the person receiving feedback to:
   a. ask questions (b.) keep from getting defensive c. give you feedback

4. The reason(s) for giving feedback are:
   a. to recognize something positive b. to correct a problem (c.) both a and b

How well do you agree or disagree with the questions below? Using the following scale, **circle** the number that best represents your answer:

| 1 "Strongly agree" | 2 "Agree" | 3 "Disagree" | 4 "Strongly disagree" |
|---|---|---|---|

5. I think that I am a good listener.
   1 2 3 4

6. I think I ask the right kinds of questions when I am listening to someone speak.
   1 2 3 4

7. I feel confident about giving someone feedback.
   1 2 3 4

8. I know when it is appropriate to give feedback.
   1 2 3 4

9. In order to be a more effective speaker, I ask open-ended questions.
   1 2 3 4

10. I use restating to make sure I understand what someone has said.
    1 2 3 4

11. When giving feedback, I use specific observations instead of judgments or opinions.
    1 2 3 4

12. I use "I" statements instead of "you" statements when I am giving feedback.
    1 2 3 4

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Name _____ Date _____

# Pretest/Posttest

**Circle the letter that represents the correct answer.**

1. The 5 Ws are:
   a. way to show the speaker I agree. b. different ways of speaking c. different types of questions

2. When I want to make sure I have understood the speaker correctly, I can:
   a. ask questions b. restate c. use both a and b

3. When giving feedback, being objective and not focusing on judgment and opinions helps the person receiving feedback to:
   a. ask questions b. keep from getting defensive c. give you feedback

4. The reason(s) for giving feedback are:
   a. to recognize something positive b. to correct a problem c. both a and b

How well do you agree or disagree with the questions below? Using the following scale, **circle** the number that best represents your answer:

| 1 "Strongly agree" | 2 "Agree" | 3 "Disagree" | 4 "Strongly disagree" |
|---|---|---|---|

5. I think that I am a good listener.
   1 2 3 4

6. I think I ask the right kinds of questions when I am listening to someone speak.
   1 2 3 4

7. I feel confident about giving someone feedback.
   1 2 3 4

8. I know when it is appropriate to give feedback.
   1 2 3 4

9. In order to be a more effective speaker, I ask open-ended questions.
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10. I use restating to make sure I understand what someone has said.
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11. When giving feedback, I use specific observations instead of judgments or opinions.
    1 2 3 4

12. I use "I" statements instead of "you" statements when I am giving feedback.
    1 2 3 4



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**Your instructor will complete these questions**

Instructor _____

A. Course Number _____
Site Location _____

Class Schedule _____

Module _____

B. Who completed this form? **(MARK ONE BOX)**

- ❑ The learner
- ❑ The learner, with assistance from instructor or project staff
- ❑ An instructor or project staff member with information provided by the learner
- ❑ Other (Please specify)

_____

C. Date form completed: ____/____/____

1. **Name:** _____

2. **Address:** _____

_____

3. **Phone Number:** (  ) _____

4. **Social Security Number:**

_____-_____-_____

5. **In the future, do you plan to take any of the following courses?**

*(Mark one for each line)*

| | Plan to Take | Do Not Plan to Take |
|---|---|---|
| A basic skills course in reading, writing, or math | ❑ | ❑ |
| A course in using English (such as ESL) | ❑ | ❑ |
| A computer course | ❑ | ❑ |
| A GED course or the GED exam | ❑ | ❑ |
| Courses to get an occupational certificate | ❑ | ❑ |
| A job training course | ❑ | ❑ |
| Courses leading to a 2-year or 4-year college degree | ❑ | ❑ |
| A home-study course | ❑ | ❑ |

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**Since this course began, have you:**

*(Mark one for each line)*

| | YES | NO |
|---|---|---|
| Learned what you wanted to learn in this course? | ❑ | ❑ |
| Changed your educational or career goals? | ❑ | ❑ |
| Had more responsibility added to your job? | ❑ | ❑ |
| Moved to a shift you prefer? | ❑ | ❑ |
| Switched from part-time to full-time? | ❑ | ❑ |
| Received a pay raise? | ❑ | ❑ |
| Been promoted? | ❑ | ❑ |
| Received an award, bonus, or other special recognition on your job? | ❑ | ❑ |
| Received your GED? | ❑ | ❑ |
| Applied for a new job? | ❑ | ❑ |
| Started a new job at another company? | ❑ | ❑ |
| Been laid off? | ❑ | ❑ |
| Left your job for any other reason? (Please Specify) | ❑ | ❑ |

_____

**Please rate your ability to perform each of the following activities.**

*(Please mark one response for every activity)*

| | Poor | Fair | Good | Excellent |
|---|---|---|---|---|
| Read English | ❑ | ❑ | ❑ | ❑ |
| Understand English | ❑ | ❑ | ❑ | ❑ |
| Speak English | ❑ | ❑ | ❑ | ❑ |
| Write in English | ❑ | ❑ | ❑ | ❑ |
| Work as part of a team | ❑ | ❑ | ❑ | ❑ |
| Use math | ❑ | ❑ | ❑ | ❑ |
| Solve problems/use reasoning | ❑ | ❑ | ❑ | ❑ |

**Thank you. You have completed this form.**
**Please return it to your instructor.**



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Instructor _____
Class Schedule _____
Module _____

**Your instructor will complete these questions**

A. Course Number _____
Site Location _____

B. Who completed this form?
**(MARK ONE BOX)**

- ❑ The learner
- ❑ The learner, with assistance from instructor or project staff
- ❑ An instructor or project staff member with information provided by the learner
- ❑ Other (Please specify)

_____
_____

C. Date form completed: ___/___/___

1. **Name:** _____
2. **Address:** _____

_____

3. **Phone Number:** (  ) _____
4. **Social Security Number:**

_____-_____-_____

5. **Age:** _____
6. **Were you born in the United States?**
   ❑ Yes ❑ No
7. **Sex:** ❑ Male ❑ Female
8. **Race: (Mark One Box)**
   - ❑ White
   - ❑ Black (African American)
   - ❑ Asian or Pacific Islander
   - ❑ American Indian or Alaskan Native
   - ❑ Hispanic
   - ❑ Other (Please specify):

_____

9. **Is English the language that is spoken most often in your home?**
   ❑ Yes ❑ No
10. **How many years of school have you completed?** _____

    **Of these, how many in the U.S.?** _____
    **In any other country?** _____
11. **Are you a union member?**
    - ❑ Yes– What is the name of your union?

      _____
    - ❑ No
12. **Please rate your ability to perform each of the following activities.**

*(Please mark one response for every activity)*

| | Poor | Fair | Good | Excellent |
|---|---|---|---|---|
| Read English | ❑ | ❑ | ❑ | ❑ |
| Understand English | ❑ | ❑ | ❑ | ❑ |
| Speak English | ❑ | ❑ | ❑ | ❑ |
| Write in English | ❑ | ❑ | ❑ | ❑ |
| Work as part of a team | ❑ | ❑ | ❑ | ❑ |
| Use math | ❑ | ❑ | ❑ | ❑ |
| Solve problems/use reasoning | ❑ | ❑ | ❑ | ❑ |

13. **Do you have a job?**
    - ❑ Yes, employed
    - ❑ Yes, on temporary layoff

    → *Go to next page*

    - ❑ No, retired
    - ❑ No, not employed

    → STOP

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**Please answer questions 14-18 for the job that allows you to take this course.**

**14. Name of company or employer:**

_____

**15. Job Title:**

_____

**16. On average, how many hours per week do you work on this job?**

_____- _____ Hours per week

**17. How much do you earn at this job?**
*(Write amount and mark one box)*

$_____ ❑ Per hour ❑ Per year

**18. Do you get any of the following benefits at this job?**

*(Mark one for each line)*

| | Yes | No |
|---|---|---|
| Paid vacation | ❑ | ❑ |
| Paid sick leave | ❑ | ❑ |
| Paid holidays | ❑ | ❑ |
| Health insurance | ❑ | ❑ |

**19. How long have you worked at this job?**

_____ - _____ and _____-_____
years months

**20. At your job, do you need to do any of the following?**

*(Mark one for each line)*

| | Yes | No |
|---|---|---|
| Read instructions | ❑ | ❑ |
| Receive spoken instructions in English | ❑ | ❑ |
| Speak English | ❑ | ❑ |
| Work as part of a team | ❑ | ❑ |
| Write in English | ❑ | ❑ |
| Use math | ❑ | ❑ |
| Solve problems/use reasoning | ❑ | ❑ |

**21. Do you work at more than one job?**

❑ Yes ❑ No

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# Glossary Words

1. Listening - the act of trying to hear something. A skill.

2. Hearing - one of the five senses. A physical process. To perceive something by way of the ears.

3. Benefit - something that helps or aids.


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# "Story A"

My alarm goes off at 4:30 a.m. every morning during the week. The first thing I do when I get up is take a shower. After I finish taking a shower and getting dressed, I usually eat some cereal and read the paper for a few minutes. Around 5:30 a.m., my vanpool comes to pick me up to go to work. When we get to work about 6:00 a.m., we have to clock in right away. My job is to set up the machine. I go to my workstation and make sure there is nothing that was left for me from the last shift. This week, my lead is on vacation, so I am filling in for her. That means I have to do the production schedules first thing instead of my usual job. When everyone has their work assigned, and the machines are set up, I go get a cup of coffee with my friends from the vanpool. We can sit for only a few minutes, but it is a nice way to get started.

At 9:30 a.m., we have a break. The "roach coach" comes, and I usually get something to eat. I am always hungry by then, and it's hard to wait until 11:30 a.m. for lunch. Sometimes after break we have our problem-solving meeting. In these meetings we try to come up with new ways to solve problems to make the production line run better.

We get off work at 2:30 p.m. After the vanpool drops me off, I have to pick up my kids at school and get their homework going. Then my family has dinner, and it's time to go to bed. Another day is over!


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# "Quiz on Story A"

**Please answer True or False to the following statements:**

1. The speaker says what time his/her alarm went off.

2. The speaker says how he gets to work.

3. The speaker says why his/her job has changed this week.

4. The speaker says what he eats for lunch.

5. The speaker says what the team works on at the problem-solving meetings.

6. The speaker says how many kids he/she has.



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# "Story B"

Most companies want certain skills from their employees. Do you know what these skills are? If more employees knew what these skills are, they could make sure they had them. For example, employers want employees *to know how to learn.* But what does that mean? An employee who knows how to learn can master any new situation. This helps to save the company money because the employee doesn't have to spend as much time in training and can do her or his job better.

Reading, writing, and math skills are also important to many companies. Many companies are buying new and more complicated machines. The employees must know how to read manuals to operate the machinery safely and correctly. Math is required to keep charts or use SPC (Statistical Process Control). In addition, more employers are requiring their employees to write information in logs or journals.

Listening and speaking skills are also becoming very important to more and more companies today. Employees must communicate often with their co-workers and other employees. This includes problem-solving, coming up with new ideas to solve problems. In fact, job success is strongly linked to good communication skills. Business leaders estimate that companies lose millions of dollars a year through errors and lost productivity because employees lack good communication skills.

These are just a few of the skills that companies want their employees to have!



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# "Quiz on Story B"

**Please answer True or False to the following statements:**

1. According to the story, reading, writing, and listening are some of the skills companies want employees to have.

2. When you know how to learn, you save the company money.

3. You need to know how to write to fill out charts and use SPC.

4. Today, employees are communicating less with the people who work around them.

5. When employees can listen and speak better, they can solve problems and come up with new ways to do things.

6. When you have good communication skills, you are more likely to do better in your job.


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# Listening and Feedback Plan

Listening and Feedback Plan for _____ To my supervisor _____

I am currently taking a class on Active Listening and Feedback as part of the JobLink Worksite Training Lessons. Here is my plan for improving my listening and feedback skills:

**I think I am already good at: (Please check all that apply)**

- ❑ Asking open - ended questions.
- ❑ Restating what I hear.
- ❑ Using the 5Ws to ask questions.
- ❑ Showing the speaker I'm interested.
- ❑ Not jumping to conclusions.
- ❑ Paying attention when I listen.
- ❑ Being specific instead of judging.
- ❑ Maintaining self confidence and self-esteem.
- ❑ Receiving feedback.

**I want to learn how to: (Please check all that apply)**

- ❑ Ask open - ended questions.
- ❑ Restate what I hear.
- ❑ Use the 5 Ws to ask questions.
- ❑ Show the speaker I'm interested.
- ❑ Not jump to conclusions.
- ❑ Pay attention when I listen.
- ❑ Be specific instead of judging.
- ❑ Maintain self confidence and self-esteem.
- ❑ Receive feedback.

_____ _____

**Student's Signature / Date** **Supervisor's Signature / Date**


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# Glossary Words

Closed Question - a question that requires only a "yes" or a "no"response.

Open-Ended Question - a question that requires more than a "yes" or a "no" response.

Restate - to repeat in your own words what someone else has said.



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# Restating Exercises

**Restate the sentences below (follow the example). Write your restatements on the blank lines.**

*Example:*

Someone says: "You need to put away all your tools before you go home."

Your restatement: "Do you mean you want me to have my work area cleaned up by the end of my shift?"

1. "Our productivity needs to be higher next month."

   _____

   _____

2. "You can expect some changes in your procedures next week."

   _____

   _____

3. "I just can't work with him anymore!"

   _____

   _____

4. "When you are done cleaning the machine, go see Maria to see if you can help her."

   _____

   _____

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# Listening at Work

**During the week, listen carefully to people at work, using the skills you learned today:**

1. Ask open-ended questions.
2. Use the 5Ws: *Who?, What?, Where?, When?,* and *Why?*
3. Restate what you hear.

**During your work week, answer the following questions, and bring the filled-out form to your next class:**

1. This week I used my new skills when I was listening to _____

   _____

2. I asked the following open-ended questions *(list at least 1):*

   _____

   _____

   _____

3. I asked the following questions using the 5Ws *(list at least 1):*

   _____

   _____

   _____

4. I restated the following statements:

   What was said: _____

   _____

   My restatement: _____

   _____

   _____

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# Glossary Words

1. Overcome - to defeat, to get the better of something.
2. Barrier - something that stops you from going further
3. Distract - to pull your attention away from something.
4. Overload - to overcrowd, to pack full.
5. Assume - to take for granted, to suppose.
6. Advice - a suggestion, a recommendation; helpful hints.
7. Impatient - not wanting to wait.
8. Interrupt - to break in on something that is happening.
9. Pretend - to make believe.



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# Following Directions

| | |
|---|---|
| | _ _ _ _ _ |
| PB MB<br>BB | Drum Dog<br>Diaper Child |

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# Why Don't You Listen to Me?

1. What are some barriers that keep us from listening effectively?

2. What are some warning signs that listening barriers are present?

3. What are some things we can do to overcome listening barriers?

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# Glossary Words

1. Feedback - letting someone know how she or he is doing.

2. Goal - a target of some kind.

3. Giving - handing something over to someone.

4. Receiving - taking something from someone.

5. Recognizing - knowing something because you have seen it before.

6. Appropriate - correct

7. Opportunity - a chance to do something.


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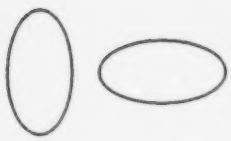
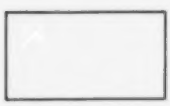
# Explanation of Shapes



Oval

Circle

Square



Rectangle

Triangle

Curved Line

X or Cross mark

Squiggly Line

Straight Line

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# Worksheet 1

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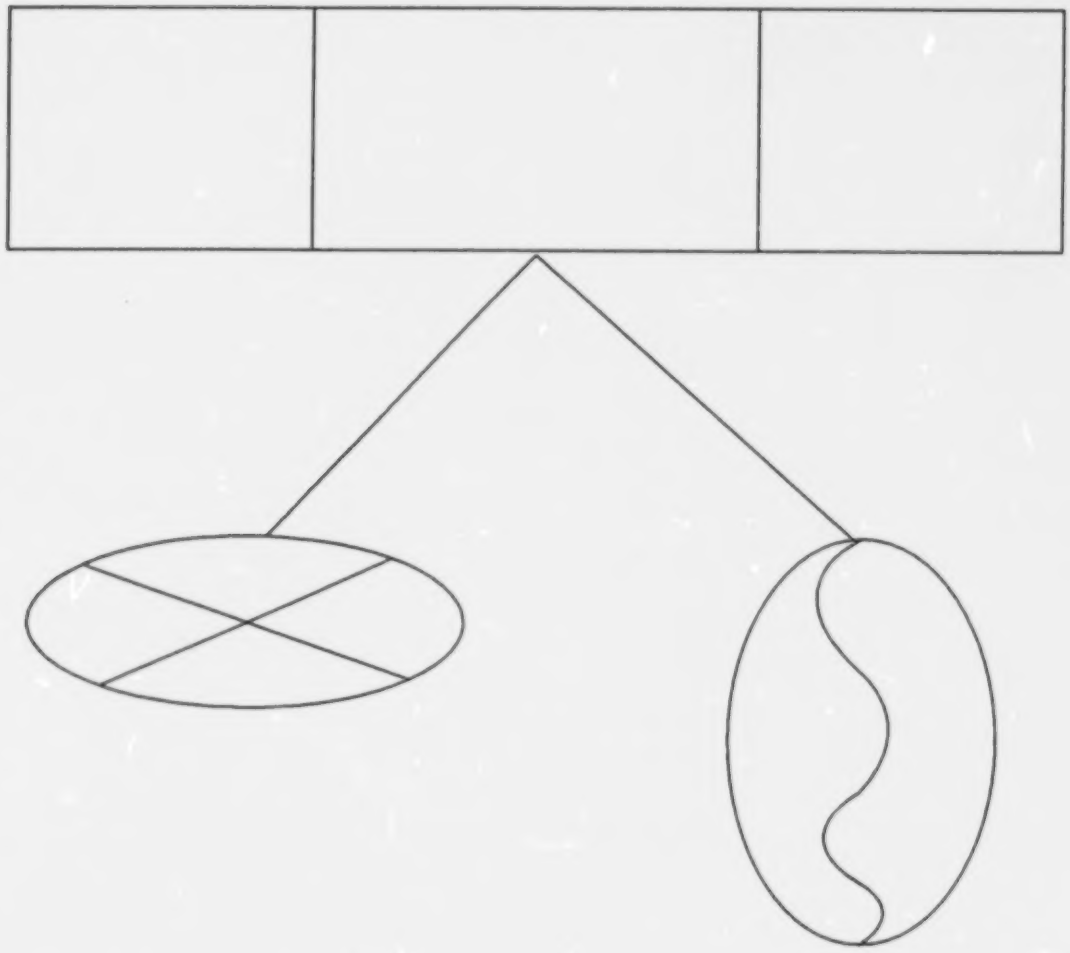
# Worksheet 2

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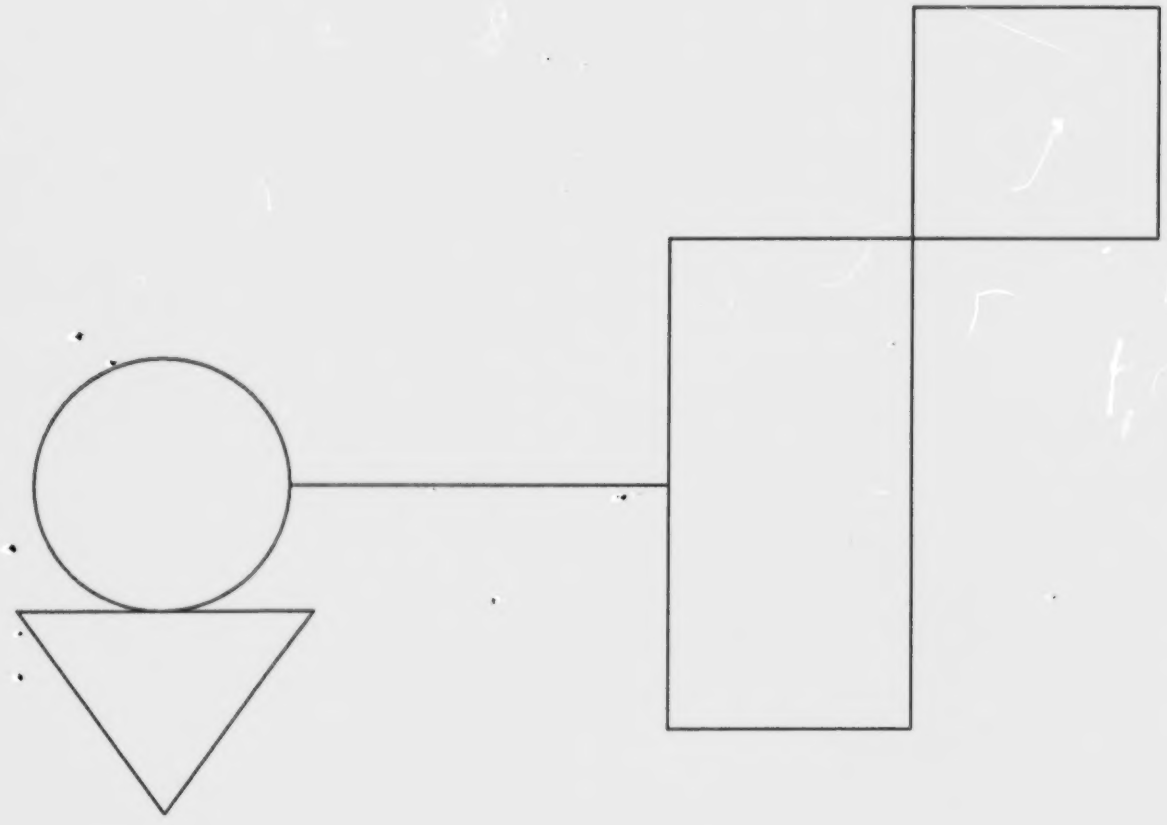
# Worksheet 3

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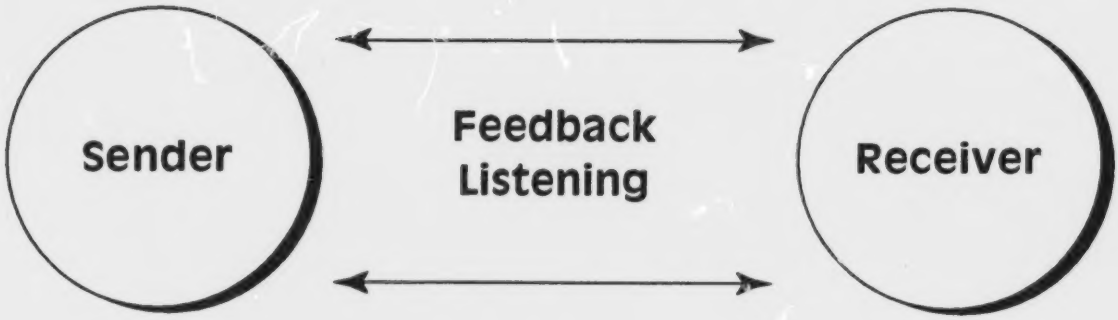
# Communication Model





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# Feedback Opportunities

**List at least one feedback opportunity you notice this week.**

**Feedback Opportunity 1:**

_____

_____

The reason for this feedback opportunity was *(check one)*:

- ❑ Recognize good work
- ❑ Correct a problem situation

**Feedback Opportunity 2**

_____

_____

The reason for this feedback opportunity was *(check one)*:

- ❑ Recognize good work
- ❑ Correct a problem situation

**Feedback Opportunity 3**

_____

_____

The reason for this feedback opportunity was *(check one)*:

- ❑ Recognize good work
- ❑ Correct a problem situation


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# Glossary Words

1. Embarrass - to make a person feel shy by teasing or by making difficulties for them.

2. Situation - the circumstances belonging to an event.

3. Issue - a result, a problem.

4. Behavior - how a person acts or behaves.

5. Specific - particular or exact.

6. Observation - something that was noticed.

7. Reaction - a response to something.

8. Relationship - a connection or association one has with someone or something.

9. Self-confidence - your belief in yourself and your abilities.

10. Self-esteem - your pride in yourself and your work.


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# Being Specific

**Read the five statements below and check the box that applies. Follow the example:**

| *Examples* | | Focus on judgment or opinion | Specific observation |
|---|---|---|---|
| 0. | I can't stand hearing your lousy voice when I'm working. | ☒ | ☐ |
| 00. | I noticed you came back 5 minutes late from your break. | ☐ | ☒ |
| 1. | Didn't you think Jim's idea was stupid? | ☐ | ☐ |
| 2. | Your idea will never work! | ☐ | ☐ |
| 3. | Terry, I noticed you haven't cleaned your station in the last 3 days. | ☐ | ☐ |
| 4. | I saw you help Maria out with that new procedure. Thanks! | ☐ | ☐ |
| 5. | Great job! | ☐ | ☐ |


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# Characteristics of Giving Good Feedback

**Instructions:** Work together with your partner to complete this exercise. Proceed as follows: Read the 9 characteristics below. Discuss with your partner which are the most important for you for giving good feedback. Together, choose the 3 most important characteristics for you to work on. Write the 3 most important characteristics on the attached Ranking Sheet, along with a brief explanation of why you think each is important for you to work on. Follow the example ("0") provided at the beginning of the Ranking Sheet.

*Follow this example:*

| Characteristic | Why I think it is important |
|---|---|
| Given with care | You are more successful when you try not to hurt the receiver's feelings when you are giving feedback. |

## Characteristics of Giving Good Feedback

**Given with care:** To be useful, feedback should be given with concern and care for the person receiving the feedback. You want to help, not hurt, the person getting the feedback.

**Given with attention:** It is important for the person giving the feedback to pay attention to what he or she is doing while giving feedback. Attention helps both the giver and the receiver communicate more effectively with each other.

**Invited by the receiver:** Feedback is most effective when the person who is getting the feedback (the receiver) has asked for the comments. Asking allows the conversation be more open and allows the receiver to get information in areas of concern.

**Directly expressed:** Good feedback is specific and deals clearly with particular events or behaviors. The most useful feedback is direct, open and specific.

**Fully expressed:** Effective feedback requires more than a statement of facts. Feelings also need to be expressed so that the receiver can determine the impact of his or her behavior on other people.

**Well timed:** The most useful feedback is given as quickly as possible. Waiting too long to give feedback can reduce its effectiveness.

**Within the receiver's control:** The most useful feedback focuses on behavior that can be changed by the receiver. Often it is helpful to suggest other ways of behaving that allow the receiver to think about other ways to handle the problem.

**Checked with others:** When possible, the receiver should check with other people to determine whether they share the same opinion. A shared opinion gives the receiver a better overall picture of the situation.

**Be objective:** Feedback is most helpful when it does not include personal judgements or evaluations. When feedback does include personal judgements or evaluations, the giver should label the feedback as his or her opinion.


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# Giving Good Feedback Ranking Sheet

| Characteristic | Why We Think It Is Important |
|---|---|
| *Example:*<br>0. Given with care | *Example:*<br>Feedback is more successful when the giver tries not to hurt the receiver's feelings. |
| 1. | |
| 2. | |
| 3. | |
| 4. | |


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# Directions for Practice

1. Form into groups of 3.
2. **Choose** one person for each role:
   - **Person 1— George**
   - **Person 2— Carol**
   - **Person 3— Observer**
3. **Read** the information on the handout given to you and answer the questions. Do not show your information to the others.
4. George and Carol will role play the situation. The Observer will watch and take notes.
5. At the end of the role play, the Observer will answer questions.
6. The Observer will give feedback to George and to Carol on how well they gave and received feedback. Use the answers to the questions on your sheet.
7. Carol will give feedback to George on how well George gave feedback during the role play.
8. George will give Carol feedback on how well Carol received feedback during the role play.
9. George and Carol will give the Observer feedback on how well the Observer gave feedback at the end of the role play.


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# Case Study
## Person 1 — George

**Situation:**

You work on the second shift in a manufacturing company, on the same machine every day. In the last few weeks you noticed that Carol, who works on your machine on the first shift, has not been cleaning the machine regularly. Her oversight is causing you some problems.

The machine is supposed to be cleaned once during the first half of the shift and once during the second half. When production is heavy, it is sometimes necessary to clean the machine more often during each shift. Lately, when you clean the machine during the first half of your shift, it has been dirtier than normal. Your machine has also been jamming a lot. You think it is because Carol is not cleaning the machine enough.

You usually come in 15 minutes early to get ready for work. You decide that you are going to take Carol aside and give her some feedback about this situation.

**Answer the following questions:**

What specifically is the problem?

_____

_____

How do you think Carol will react when you give her the feedback?

_____

_____

What is your reaction to this problem?

_____

_____

How does it affect you?

_____

_____

What are you going to say?

_____

_____

How can you maintain your relationship with Carol?

_____

_____



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# Case Study
## Person 2 — Carol

**Situation:**

You work on the first shift in a manufacturing company, on the same machine every day. You are supposed to clean your machine once during the first half of the shift and once during the last half of the shift. When production is heavy, it is sometimes necessary to clean the machine more often during the shift. Cleaning the machine takes 1/2 hour and it is a very dirty job.

There has been a lot of pressure lately to produce more parts, and you were having a hard time meeting your productivity quota. You discovered that if you only clean your machine once during the middle of the day, you are able to produce all the parts your supervisor is requiring. So far nobody has noticed that you are cleaning your machine only once a day. Your supervisor has complimented you a couple of times on your high productivity rates.

Today, the person who runs the machine on the second shift, George, wants to talk to you between shifts. You think it might be to ask you how you are making so many parts. You think you came up with a really good idea.

**Answer the following questions:**

Why are you cleaning the machine only once a shift?

_____

_____

_____

What are the benefits to the department of only cleaning the machines once a shift?

_____

_____

_____


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# Case Study
## Person 3 — Observer

George and Carol operate the same machine in a manufacturing plant–Carol on the first shift operator and George on the second. The machine they operate has been jamming a lot during George's shift. George thinks this is because Carol has not been cleaning it enough.

The employees are supposed to clean the machine two times during the shift. Carol has only been cleaning the machine once a shift. She has discovered that this saves her a lot of time, and this time has increased her productivity. Her supervisor has noticed this increase in Carol's productivity, and has complimented her twice in the last few weeks.

George has decided to talk to Carol between shifts about this problem.

**As you watch George and Carol, please answer the following questions:**

1. Was George clear about the purpose of the discussion?

2. Did George describe his observations specifically? What did he say?

3. Did George describe his reactions appropriately? How?

4. Did George maintain Carol's self confidence and self-esteem?

5. Did George maintain his and Carol's relationship?


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## Listening and Feedback

To give good **feedback** I should:

- Know the right times to give feedback.
- Be specific.
- Maintain the receiver's self confidence and self esteem.
- Maintain relationship with the receiver.

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3. Distract - to pull your attention away from something.

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7. Impatient - not wanting to wait.

8. Interrupt - to break in on something that is happening.

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# Following Directions

| | |
|---|---|
| | _ _ _ _ _ |
| PB MB<br>BB | Drum Dog<br>Diaper Child |

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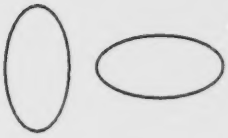
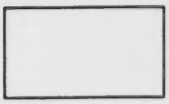


Oval

Circle

Square



Rectangle

Triangle

Curved Line

X or Cross mark

Squiggly Line

Straight Line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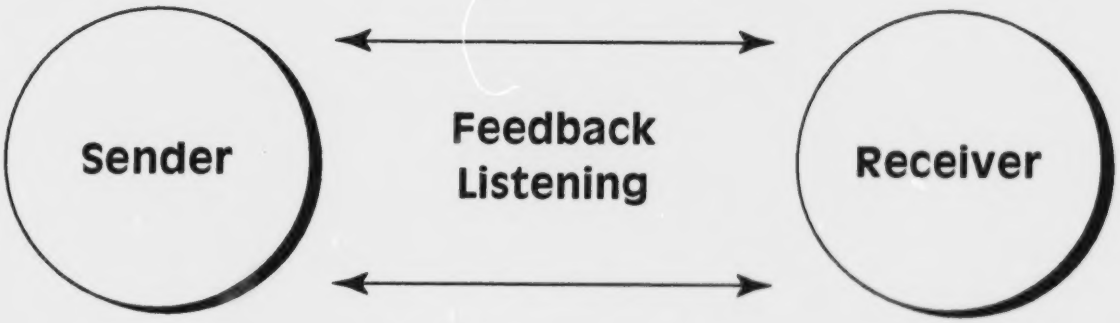
# Communication Model







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# Giving Feedback

**Instructions:** Read each situation below to decide whether you should give feedback. Then (a) check off "Yes" or "No"; (b) for each "Yes," check off the appropriate feedback: "Recognize something positive" or "Correct a problem."

## Situations

1. You are training a new employee who is doing a good job.
   - ❑ No
   - ❑ Yes ❑ Recognize something positive ❑ Correct a problem

2. You see the person you are working with doing something incorrectly.
   - ❑ No
   - ❑ Yes ❑ Recognize something positive ❑ Correct a problem

3. Your lead helps you correct a problem.
   - ❑ No
   - ❑ Yes ❑ Recognize something positive ❑ Correct a problem

4. Someone you work with always comes back late from break.
   - ❑ No
   - ❑ Yes ❑ Recognize something positive ❑ Correct a problem

5. The products you get from another worker often need to be reworked.
   - ❑ No
   - ❑ Yes ❑ Recognize something positive ❑ Correct a problem

6. Someone in your department does something that makes your job easier
   - ❑ No
   - ❑ Yes ❑ Recognize something positive ❑ Correct a problem



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# Glossary Words

1. Embarrass - to make a person feel shy by teasing or by making difficulties for them.

2. Situation - the circumstances belonging to an event.

3. Issue - a result, a problem.

4. Behavior - how a person acts or behaves.

5. Specific - particular or exact.

6. Observation - something that was noticed.

7. Reaction - a response to something.

8. Relationship - a connection or association one has with someone or something.

9. Self-confidence - your belief in yourself and your abilities.

10. Self-esteem - your pride in yourself and your work.


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# DOs & DON'Ts

| DO'S | DON'TS |
| --- | --- |




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# Characteristics of Giving Good Feedback

**Instructions:** Work together with your partner to complete this exercise. Proceed as follows: Read the 9 characteristics below. Discuss with your partner which are the most important for you for giving good feedback. Together, choose the 3 most important characteristics for you to work on. Write the 3 most important characteristics on the attached Ranking Sheet, along with a brief explanation of why you think each is important for you to work on. Follow the example ("0") provided at the beginning of the Ranking Sheet.

*Follow this example:*

| Characteristic | Why I think it is important |
|---|---|
| Given with care | You are more successful when you try not to hurt the receiver's feelings when you are giving feedback. |

## Characteristics of Giving Good Feedback

**Given with care:** To be useful, feedback should be given with concern and care for the person receiving the feedback. You want to help, not hurt, the person getting the feedback.

**Given with attention:** It is important for the person giving the feedback to pay attention to what he or she is doing while giving feedback. Attention helps both the giver and the receiver communicate more effectively with each other.

**Invited by the receiver:** Feedback is most effective when the person who is getting the feedback (the receiver) has asked for the comments. Asking allows the conversation be more open and allows the receiver to get information in areas of concern.

**Directly expressed:** Good feedback is specific and deals clearly with particular events or behaviors. The most useful feedback is direct, open and specific.

**Fully expressed:** Effective feedback requires more than a statement of facts. Feelings also need to be expressed so that the receiver can determine the impact of his or her behavior on other people.

**Well timed:** The most useful feedback is given as quickly as possible. Waiting too long to give feedback can reduce its effectiveness.

**Within the receiver's control:** The most useful feedback focuses on behavior that can be changed by the receiver. Often it is helpful to suggest other ways of behaving that allow the receiver to think about other ways to handle the problem.

**Checked with others:** When possible, the receiver should check with other people to determine whether they share the same opinion. A shared opinion gives the receiver a better overall picture of the situation.

**Be objective:** Feedback is most helpful when it does not include personal judgements or evaluations. When feedback does include personal judgements or evaluations, the giver should label the feedback as his or her opinion.


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# Giving Good Feedback Ranking Sheet

| Characteristic | Why We Think It Is Important |
|---|---|
| *Example:*<br>0. Given with care | *Example:*<br>Feedback is more successful when the giver tries not to hurt the receiver's feelings. |
| 1. | |
| 2. | |
| 3. | |
| 4. | |


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# Directions for Practice

1. Form into groups of 3.
2. **Choose** one person for each role:
   **Person 1— George**
   **Person 2— Carol**
   **Person 3— Observer**
3. **Read** the information on the handout given to you and answer the questions. Do not show your information to the others.
4. George and Carol will role play the situation. The Observer will watch and take notes.
5. At the end of the role play, the Observer will answer questions.
6. The Observer will give feedback to George and to Carol on how well they gave and received feedback. Use the answers to the questions on your sheet.
7. Carol will give feedback to George on how well George gave feedback during the role play.
8. George will give Carol feedback on how well Carol received feedback during the role play.
9. George and Carol will give the Observer feedback on how well the Observer gave feedback at the end of the role play.



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JobLink

Winning At Work

# Active Listening and Feedback

## Supervisor—Communicating Effectively

- Assessing Your Listening Style
- Letting the Other Person Know You Understand

## Table of Contents

**Supervisor Lesson 1: Assessing Your Listening Style .....3-17**

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Winning At Work

# Active Listening and Feedback

Communicating Effectively

**Supervisor Lesson 1**
**Assessing Your Listening Style**

## Lesson Description

Supervisors are introduced to the concepts taught in the *Active Listening and Feedback* module. Return on Investment is determined for the company. Supervisors are then given a summary of the lessons, which includes what to look for, questions to ask, and discussion topics to use as the module is being taught.


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## Objectives

By completing this lesson, supervisors will be able to:

1. **Understand** the basic concepts taught in Active Listening and Feedback
2. **Encourage** students and support what they have learned.

## Materials Needed

### Hardware

1. Overhead projector
2. Flip chart
3. Flip chart pens

### Transparencies

"Objectives" (Supervisor Transparency 1)

"ROI Questions" (Supervisor Transparency 2)

"Supervisor's Role in Training" (Supervisor Transparency 3)

### Handouts

"Supervisor's Role in Training" (Supervisor Handout 1)

## Classroom Set-up

### Total Time: 60 minutes

| | |
|---|---|
| Opening- Large Group | 10 min. |
| First Activity- Large Group | 10 min. |
| Second Activity- Small Groups | 20 min. |
| Third Activity- Large Group | 15 min. |
| Ending- Large Group | 5 min. |

**Key** Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet


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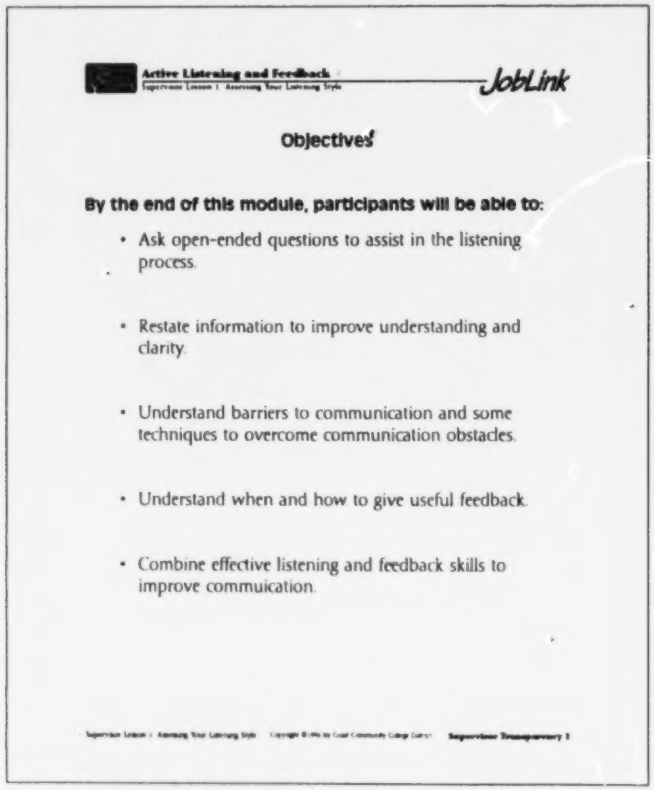
Active Listening and Feedback
JobLink
Objectives
By the end of this module, participants will be able to:
• Ask open-ended questions to assist in the listening process.
• Restate information to improve understanding and clarity.
• Understand barriers to communication and some techniques to overcome communication obstacles.
• Understand when and how to give useful feedback.
• Combine effective listening and feedback skills to improve commuication.

**Supervisor Transparency 1**


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# Activities

## Opening: 10 Minutes

1. **Welcome** the group and introduce yourself.
2. **Ask** each supervisor to state his or her name and department or work area.
3. **Explain** that the purpose of the next hour is to familiarize them with the material in the class that their employees will be taking over the next few weeks.

4. **Project** "Objectives" on the overhead. **Explain** that by the end of the module the participants will know how to:

   Ask open-ended questions to assist in the listening process.

   Restate information to improve understanding and clarity.

   Understand barriers to communication and some techniques to overcome communication obstacles.

   Understand when and how to give the receiver useful feedback.

   Combine effective listening and feedback skills to improve communication.


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## Activities

### First Activity: 10 Minutes

1. **Ask:** "How many of you think you are good listeners?"

2. **Ask:** "What is the difference between listening and hearing?" Explain that hearing is a physical process but listening is a skill.

3. **Tell** the group, "To begin today, I want to do a listening demonstration." Read the following story. Tell the group to pay attention because you will be asking them questions after you finish the reading.

   A streetcar began its first trip of the day at the terminal, and picked up 9 people at Oak Street. At Maple Street, 3 got off and 2 got on. At Forest Avenue, 4 people got off, 1 got on. When it got to Center Street, 2 left, and 4 people boarded. At Main Street, 1 got on, and no one left. Two people left and 3 got on at Division Street, and 4 got off and 3 boarded at State Street. After 2 people boarded and 1 left at Glenwood, the streetcar reached the end of the line, where all the passengers departed.


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## Activities

### First Activity: (continued)

4. **Ask** the group, "How many stops did the streetcar make? (***Answer:*** 9 stops.) **Ask:** "Did most of you concentrate on the number of passengers? How many of you stopped listening altogether because there was just too much information?"

5. **Explain** that these are barriers to communication: "You were distracted by the wrong information, or you were overloaded with too much information."

6. **Explain** that this is just one of the things that make listening a difficult skill: "We tend to get distracted by all the information around us."

7. **Ask:** "What about giving feedback? How did you learn to give feedback?"

8. **Explain** to the group that many employees don't know how to effectively use these two skills: "They need to learn just as you and I did."


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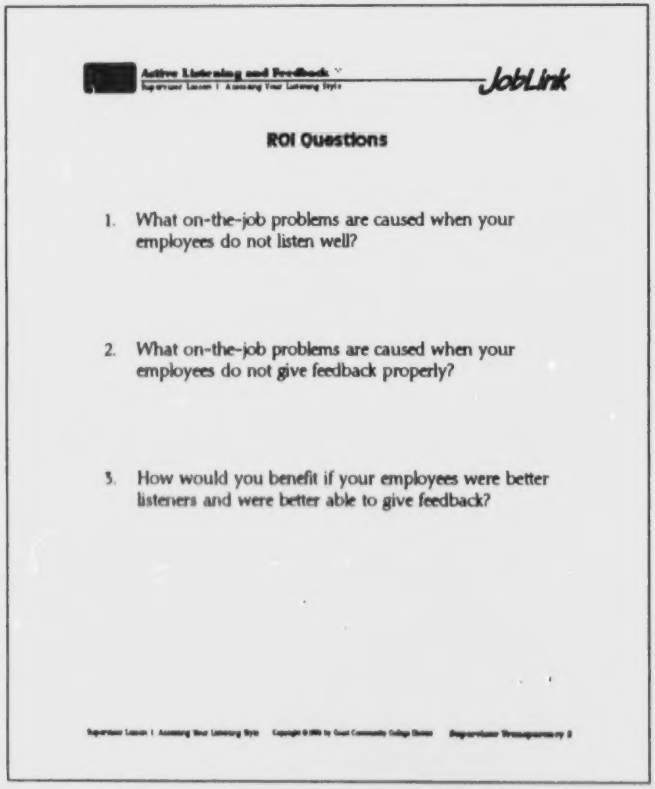
Active Listening and Feedback
JobLink
ROI Questions
1. What on-the-job problems are caused when your employees do not listen well?
2. What on-the-job problems are caused when your employees do not give feedback properly?
3. How would you benefit if your employees were better listeners and were better able to give feedback?

**Supervisor Transparency 2**


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# Activities

## Second Activity: 20 Minutes

### ROI—Or What's In It for You and Your Company

1. **Divide** the class into groups of 3 or 4. Give each group some flip chart paper, pens, and 2 pieces of masking tape.

2. **Project** "ROI Questions" on the overhead. Have each group answer the questions and write their answers on their flip chart paper.

3. After the groups are finished, ask them to post their lists on the walls and to present their ideas to the rest of the group.

4. **Explain** the impact of listening and feedback problems in our society. One study of communication competency of college students concluded that:

> 11 percent of the students tested had problems asking questions;... 10 percent didn't understand the difference between a fact and an opinion; and 49% could not describe the point of view of a person who disagreed with them. (Rubin, 1981b, p. 30)
>
> The fact that this study used college students serves only to further demonstrate that basic communication competency is indeed a problem in our society!


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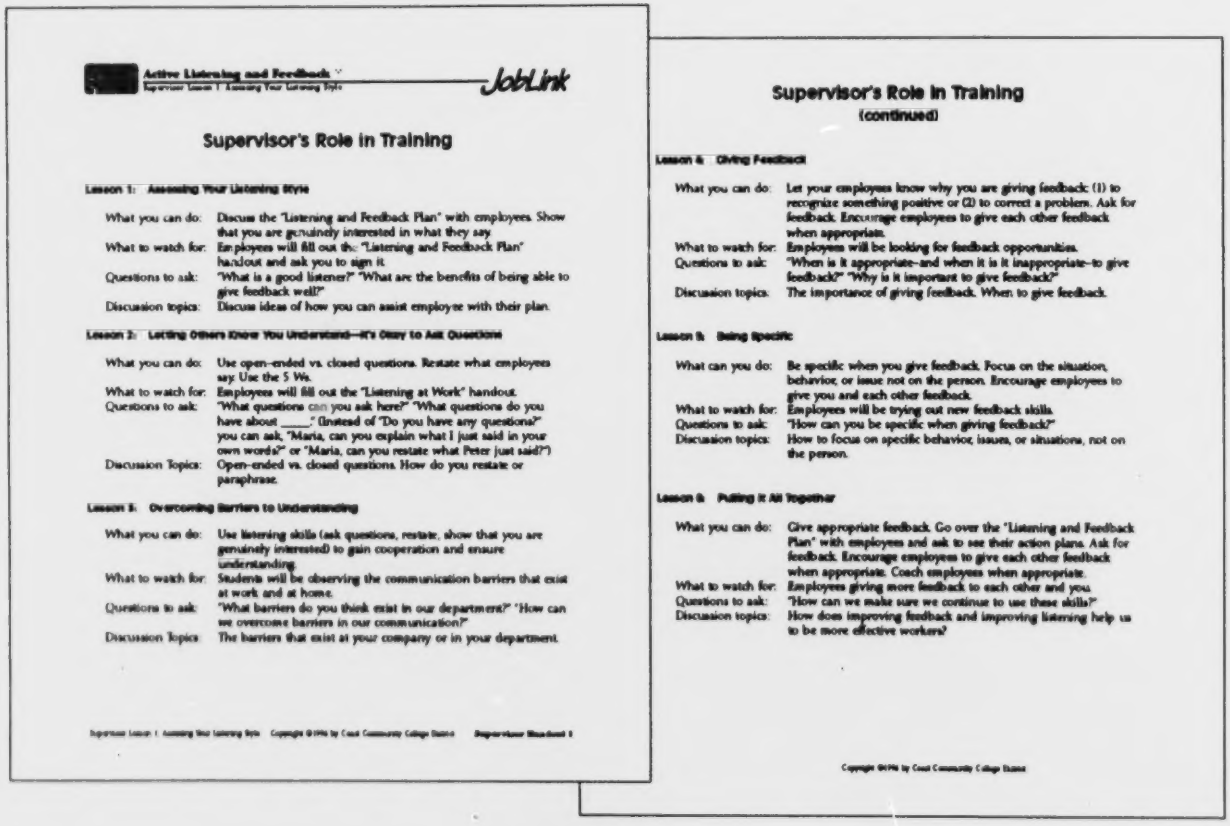

Active Listening and Feedback — JobLink

## Supervisor's Role in Training

**Lesson 1: Assessing Your Listening Style**

| | |
|---|---|
| What you can do: | Discuss the "Listening and Feedback Plan" with employees. Show that you are genuinely interested in what they say. |
| What to watch for: | Employees will fill out the "Listening and Feedback Plan" handout and ask you to sign it. |
| Questions to ask: | "What is a good listener?" "What are the benefits of being able to give feedback well?" |
| Discussion topics: | Discuss ideas of how you can assist employee with their plan. |

**Lesson 2: Letting Others Know You Understand—It's Okay to Ask Questions**

| | |
|---|---|
| What you can do: | Use open-ended vs. closed questions. Restate what employees say. Use the 5 Ws. |
| What to watch for: | Employees will fill out the "Listening at Work" handout. |
| Questions to ask: | "What questions can you ask here?" "What questions do you have about _____." (Instead of "Do you have any questions?" you can ask, "Maria, can you explain what I just said in your own words?" or "Maria, can you restate what Peter just said?") |
| Discussion Topics: | Open-ended vs. closed questions. How do you restate or paraphrase. |

**Lesson 3: Overcoming Barriers to Understanding**

| | |
|---|---|
| What you can do: | Use listening skills (ask questions, restate, show that you are genuinely interested) to gain cooperation and ensure understanding. |
| What to watch for: | Students will be observing the communication barriers that exist at work and at home. |
| Questions to ask: | "What barriers do you think exist in our department?" "How can we overcome barriers in our communication?" |
| Discussion Topics: | The barriers that exist at your company or in your department. |

Supervisor Lesson 1: Assessing Your Listening Style Copyright ©1996 by Coast Community College District Supervisor Handout 1

## Supervisor's Role in Training
(continued)

**Lesson 4: Giving Feedback**

| | |
|---|---|
| What you can do: | Let your employees know why you are giving feedback: (1) to recognize something positive or (2) to correct a problem. Ask for feedback. Encourage employees to give each other feedback when appropriate. |
| What to watch for: | Employees will be looking for feedback opportunities. |
| Questions to ask: | "When is it appropriate–and when it is it inappropriate–to give feedback?" "Why is it important to give feedback?" |
| Discussion topics: | The importance of giving feedback. When to give feedback. |

**Lesson 5: Being Specific**

| | |
|---|---|
| What can you do: | Be specific when you give feedback. Focus on the situation, behavior, or issue not on the person. Encourage employees to give you and each other feedback. |
| What to watch for: | Employees will be trying out new feedback skills. |
| Questions to ask: | "How can you be specific when giving feedback?" |
| Discussion topics: | How to focus on specific behavior, issues, or situations, not on the person. |

**Lesson 6: Putting It All Together**

| | |
|---|---|
| What you can do: | Give appropriate feedback. Go over the "Listening and Feedback Plan" with employees and ask to see their action plans. Ask for feedback. Encourage employees to give each other feedback when appropriate. Coach employees when appropriate. |
| What to watch for: | Employees giving more feedback to each other and you. |
| Questions to ask: | "How can we make sure we continue to use these skills?" |
| Discussion topics: | How does improving feedback and improving listening help us to be more effective workers? |

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**Supervisor**
**Handout 1, Transparency 3**

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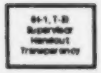
# Activities

## Third Activity: 15 Minutes

### Outline and Supervisor's Role in the Training



1. **Distribute** "Supervisor's Role in Training".
2. **Review** the handout and discuss the importance of the supervisor's role in training.
3. **Explain** the objectives of each lesson and what they can do to make the training as effective as possible.
4. **Ask** for feedback on their role in the training.

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253


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## Activities

### Ending: 5 Minutes

1. **Explain** that listening and feedback are skills that most of us have to learn and practice to be good at them
2. **Re-emphasize** the supervisor's role in the success of the training.
3. **Thank** the supervisors and **say** good-bye.


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JobLink

Winning At Work

# Active Listening and Feedback

Communicating Effectively

**Supervisor Lesson 2**
**Letting Others Know You Understand**

## Lesson Description

Supervisors will review the information presented to their employees in the *Active Listening and Feedback* module, and discuss techniques for increasing the payoffs of the training as well as transfer of learning to the workplace.

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## Objectives

By completing this lesson, supervisors will be able to:

1. **Review** basic concepts of the Active Listening and Feedback module.
2. **Reinforce** techniques for increasing the transfer of learning.

## Materials Needed

### Hardware

1. Overhead projector
2. Flip chart
3. Flip chart pens

### Transparencies

"Objectives" (Supervisor Transparency 1)

"Increasing the Payoffs of Training" (Supervisor Transparency 4)

### Handouts

"Giving Good Feedback" (Supervisor Handout 2)

"Giving Good Feedback Ranking Sheet" (Supervisor Handout 3)

"Increasing the Payoffs of Training" (Supervisor Handout 4)

## Classroom Set-up

### Total Time: 60 minutes

| | |
|---|---|
| Opening- Large Group | 10 min. |
| First Activity- Individual | 25 min. |
| Second Activity- Large Group | 15 min. |
| Ending- Large Group | 10 min. |

**Key** Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet


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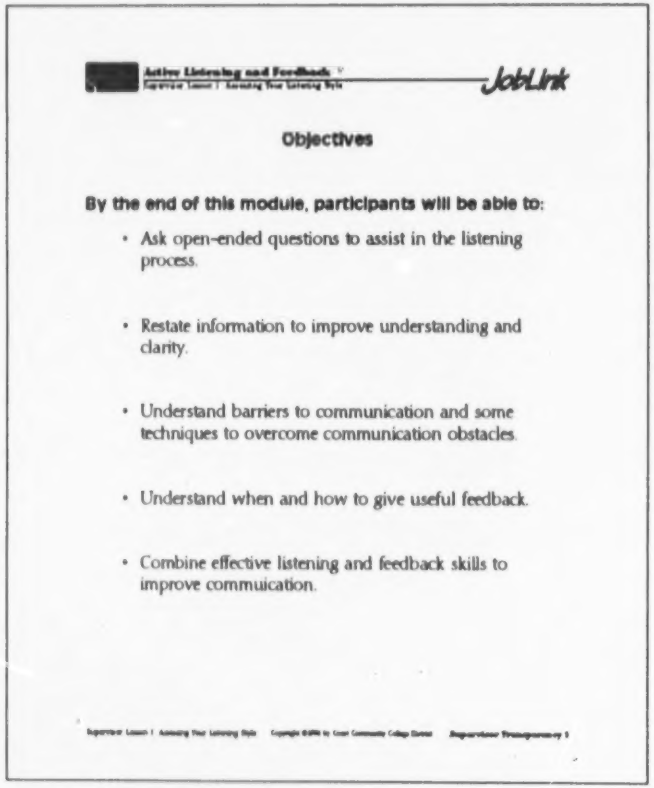
Active Listening and Feedback
JobLink
Objectives
By the end of this module, participants will be able to:
• Ask open-ended questions to assist in the listening process.
• Restate information to improve understanding and clarity.
• Understand barriers to communication and some techniques to overcome communication obstacles.
• Understand when and how to give useful feedback.
• Combine effective listening and feedback skills to improve commuication.

**Supervisor Transparency 1**

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# Activities

## Opening: 10 Minutes

1. **Welcome** the group back and **reintroduce** yourself.

2. **Remind** supervisors of the module objectives. **Project** "Objectives" on the overhead.

3. **Explain:** "The purpose of today is to give you some techniques to reinforce the skills your employees have learned over the last few weeks."

4. **Ask** the supervisors to give you feedback on the module–specifically, **ask** for feedback about the module and any improvements they have seen.

5. **Share** some of the action plans from Lesson 6 with the supervisors.


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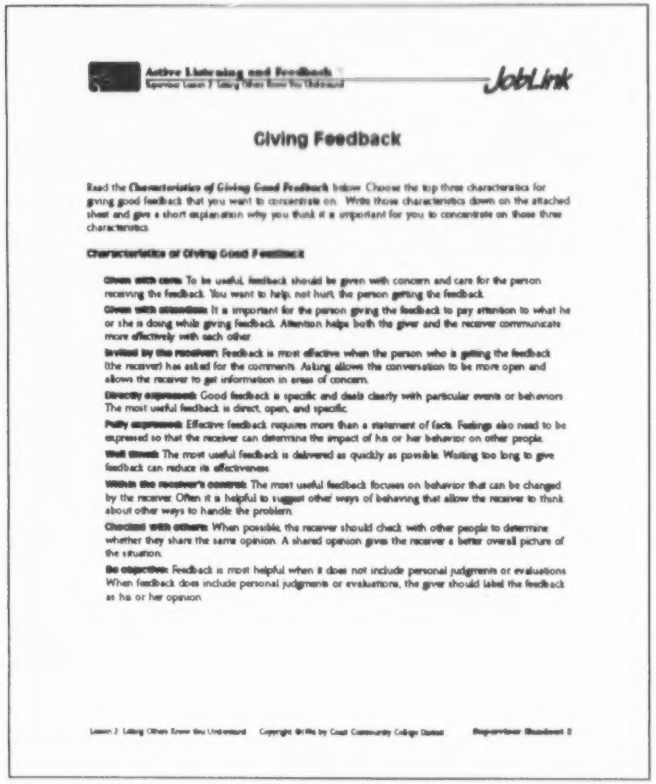


Active Listening and Feedback — JobLink

## Giving Feedback

Read the **Characteristics of Giving Good Feedback** below. Choose the top three characteristics for giving good feedback that you want to concentrate on. Write those characteristics down on the attached sheet and give a short explanation why you think it is important for you to concentrate on those three characteristics.

**Characteristics of Giving Good Feedback**

**Given with care:** To be useful, feedback should be given with concern and care for the person receiving the feedback. You want to help, not hurt, the person getting the feedback.

**Given with attention:** It is important for the person giving the feedback to pay attention to what he or she is doing while giving feedback. Attention helps both the giver and the receiver communicate more effectively with each other.

**Invited by the receiver:** Feedback is most effective when the person who is getting the feedback (the receiver) has asked for the comments. Asking allows the conversation to be more open and allows the receiver to get information in areas of concern.

**Directly expressed:** Good feedback is specific and deals clearly with particular events or behaviors. The most useful feedback is direct, open, and specific.

**Fully expressed:** Effective feedback requires more than a statement of facts. Feelings also need to be expressed so that the receiver can determine the impact of his or her behavior on other people.

**Well timed:** The most useful feedback is delivered as quickly as possible. Waiting too long to give feedback can reduce its effectiveness.

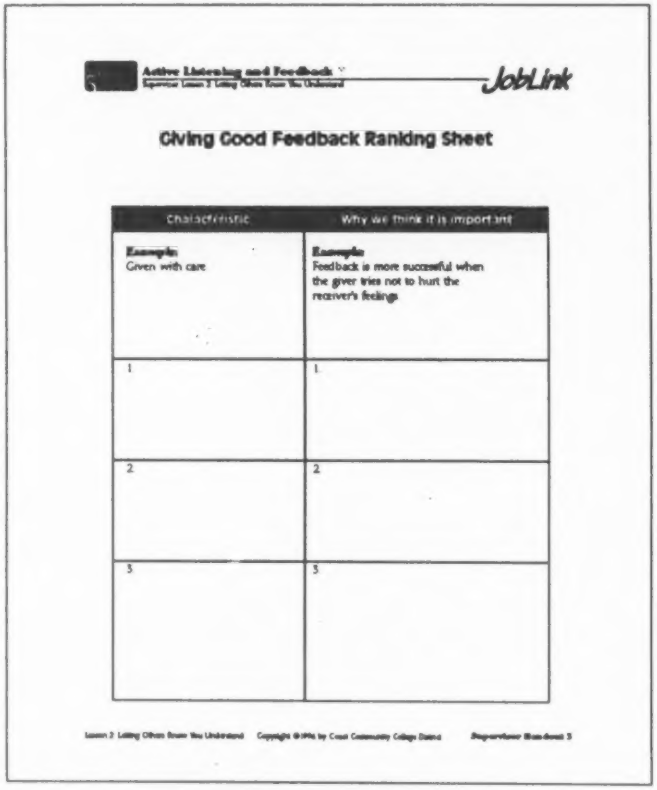
**Within the receiver's control:** The most useful feedback focuses on behavior that can be changed by the receiver. Often it is helpful to suggest other ways of behaving that allow the receiver to think about other ways to handle the problem.

**Checked with others:** When possible, the receiver should check with other people to determine whether they share the same opinion. A shared opinion gives the receiver a better overall picture of the situation.

**Be objective:** Feedback is most helpful when it does not include personal judgments or evaluations. When feedback does include personal judgments or evaluations, the giver should label the feedback as his or her opinion.

Lesson 2: Letting Others Know You Understand Copyright ©1996 by Coast Community College District Supervisor Handout 2

**Supervisor Handout 2**



Active Listening and Feedback — JobLink

## Giving Good Feedback Ranking Sheet

| Characteristic | Why we think it is important |
|---|---|
| **Example:** Given with care | **Example:** Feedback is more successful when the giver tries not to hurt the receiver's feelings |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Lesson 2: Letting Others Know You Understand Copyright ©1996 by Coast Community College District Supervisor Handout 3

**Supervisor Handout 3**



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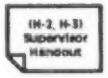
# Activities

## First Activity: 25 Minutes

1. **Explain:** "One of the important skills we have been discussing with your employees is how to give feedback. We thought it might be helpful for you to experience a recent activity that your employees did as part of the class."




2. **Distribute:** "Giving Good Feedback" and "Giving Good Feedback Ranking Sheet".

3. **Explain:** "Your job is to read over the nine characteristics on the handout 'Giving Good Feedback' and determine which three you think are important for you to concentrate on. Write your answers on the 'Giving Good Feedback Ranking Sheet.' Be prepared to share one example with the group."

4. **Give** the group 5 minutes to work on this activity. After they have finished, ask each person to share one example with the group."

5. **Explain:** "This activity is designed to get the employees to begin thinking about how they can improve their feedback skills. At this point in the module we have already discussed general feedback techniques, and now they can put together an individual action plan."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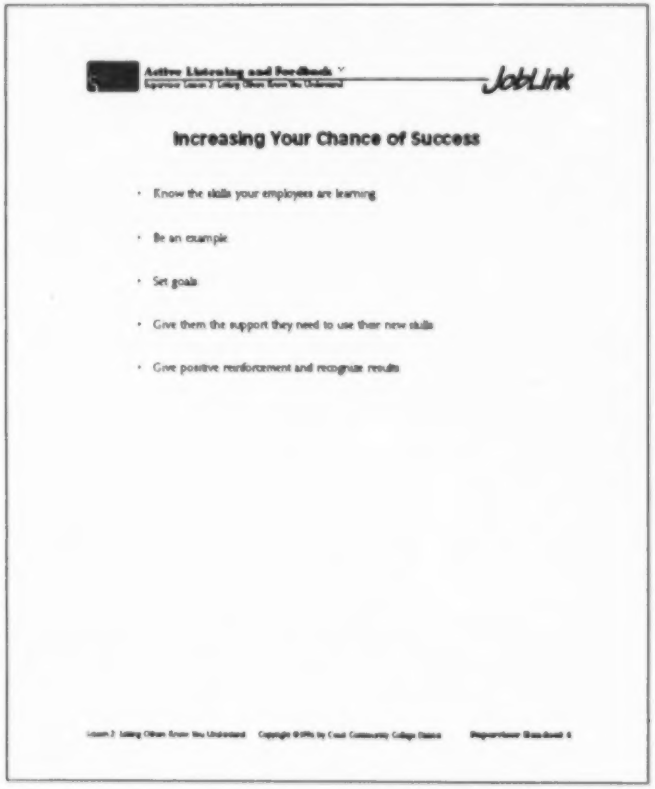
Active Listening and Feedback
JobLink
Increasing Your Chance of Success
• Know the skills your employees are learning
• Be an example
• Set goals
• Give them the support they need to use their new skills
• Give positive reinforcement and recognize results

**Supervisor Handout 4, Transparency 4**

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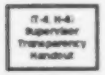
# Activities

## Second Activity: 15 Minutes



1. **Distribute** "Increasing Your Chance of Success".

2. **Discuss** the items on the handout:

**Know the skills your employees are learning.**

These supervisor sessions are designed to inform you about what your employees learned in class.

**Be an example.**

The employees look up to you as an example. The most common phrase we hear in class is, "But my supervisor doesn't do this, so why should I?"

**Set goals.**

Give the employee something to shoot for. Let them know how you expect to see them use the skills.



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## Activities

### Second Activity: (continued)

**Give them the support they need to use their new skills.**
No one likes change. Trying to change our behavior is hard enough without having to fight other factors. Give your employees both a chance and a reason to use their new skills.

**Give positive reinforcement and recognize results.**
Most importantly recognize employees when you see them using the new skill. There is nothing more powerful.

3. **Ask:** "Do you have anything to add to the list?"

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# Activities

## Ending: 10 Minutes

1. **Ask:** "What one thing will you do today to reinforce the skills your employees have learned in this module?"

2. **Give** the supervisors a minute to think of something, and then go around the room and have each person share one thing. Write their responses on the flip chart.

3. **Re-emphasize** the importance of each supervisor's support and recognition. Remind them that their support and recognition will increase the chances that their employees will use the new skills.

4. **Thank** the supervisors for their time and participation.

5. **Say** good-bye.



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# Supervisor's Role in Training

### Lesson 1: Assessing Your Listening Style

| | |
|---|---|
| What you can do: | Discuss the "Listening and Feedback Plan" with employees. Show that you are genuinely interested in what they say. |
| What to watch for: | Employees will fill out the "Listening and Feedback Plan" handout and ask you to sign it. |
| Questions to ask: | "What is a good listener?" "What are the benefits of being able to give feedback well?" |
| Discussion topics: | Discuss ideas of how you can assist employee with their plan. |

### Lesson 2: Letting Others Know You Understand—It's Okay to Ask Questions

| | |
|---|---|
| What you can do: | Use open-ended vs. closed questions. Restate what employees say. Use the 5 Ws. |
| What to watch for: | Employees will fill out the "Listening at Work" handout. |
| Questions to ask: | "What questions can you ask here?" "What questions do you have about _____." (Instead of "Do you have any questions?" you can ask, "Maria, can you explain what I just said in your own words?" or "Maria, can you restate what Peter just said?") |
| Discussion Topics: | Open-ended vs. closed questions. How do you restate or paraphrase. |

### Lesson 3: Overcoming Barriers to Understanding

| | |
|---|---|
| What you can do: | Use listening skills (ask questions, restate, show that you are genuinely interested) to gain cooperation and ensure understanding. |
| What to watch for: | Students will be observing the communication barriers that exist at work and at home. |
| Questions to ask: | "What barriers do you think exist in our department?" "How can we overcome barriers in our communication?" |
| Discussion Topics: | The barriers that exist at your company or in your department. |

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# Giving Feedback

Read the ***Characteristics of Giving Good Feedback*** below. Choose the top three characteristics for giving good feedback that you want to concentrate on. Write those characteristics down on the attached sheet and give a short explanation why you think it is important for you to concentrate on those three characteristics.

## Characteristics of Giving Good Feedback

**Given with care:** To be useful, feedback should be given with concern and care for the person receiving the feedback. You want to help, not hurt, the person getting the feedback.

**Given with attention:** It is important for the person giving the feedback to pay attention to what he or she is doing while giving feedback. Attention helps both the giver and the receiver communicate more effectively with each other.

**Invited by the receiver:** Feedback is most effective when the person who is getting the feedback (the receiver) has asked for the comments. Asking allows the conversation to be more open and allows the receiver to get information in areas of concern.

**Directly expressed:** Good feedback is specific and deals clearly with particular events or behaviors. The most useful feedback is direct, open, and specific.

**Fully expressed:** Effective feedback requires more than a statement of facts. Feelings also need to be expressed so that the receiver can determine the impact of his or her behavior on other people.

**Well timed:** The most useful feedback is delivered as quickly as possible. Waiting too long to give feedback can reduce its effectiveness.

**Within the receiver's control:** The most useful feedback focuses on behavior that can be changed by the receiver. Often it is helpful to suggest other ways of behaving that allow the receiver to think about other ways to handle the problem.

**Checked with others:** When possible, the receiver should check with other people to determine whether they share the same opinion. A shared opinion gives the receiver a better overall picture of the situation.

**Be objective:** Feedback is most helpful when it does not include personal judgments or evaluations. When feedback does include personal judgments or evaluations, the giver should label the feedback as his or her opinion.



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# Giving Good Feedback Ranking Sheet

| Characteristic | Why we think it is important |
|---|---|
| ***Example:*** Given with care | ***Example:*** Feedback is more successful when the giver tries not to hurt the receiver's feelings. |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

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# Increasing Your Chance of Success

- Know the skills your employees are learning.
- Be an example.
- Set goals.
- Give them the support they need to use their new skills.
- Give positive reinforcement and recognize results.

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## Objectives

**By the end of this module, participants will be able to:**

- Ask open-ended questions to assist in the listening process.
- Restate information to improve understanding and clarity.
- Understand barriers to communication and some techniques to overcome communication obstacles.
- Understand when and how to give useful feedback.
- Combine effective listening and feedback skills to improve commuication.



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## ROI Questions

1. What on-the-job problems are caused when your employees do not listen well?

2. What on-the-job problems are caused when your employees do not give feedback properly?

3. How would you benefit if your employees were better listeners and were better able to give feedback?

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# Supervisor's Role in Training

### Lesson 1: Assessing Your Listening Style

| | |
|---|---|
| What you can do: | Discuss the "Listening and Feedback Plan" with employees. Show that you are genuinely interested in what they say. |
| What to watch for: | Employees will fill out the "Listening and Feedback Plan" handout and ask you to sign it. |
| Questions to ask: | "What is a good listener?" "What are the benefits of being able to give feedback well?" |
| Discussion topics: | Discuss ideas of how you can assist employee with their plan. |

### Lesson 2: Letting Others Know You Understand—It's Okay to Ask Questions

| | |
|---|---|
| What you can do: | Use open-ended vs. closed questions. Restate what employees say. Use the 5 Ws. |
| What to watch for: | Employees will fill out the "Listening at Work" handout. |
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### Lesson 3: Overcoming Barriers to Understanding

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